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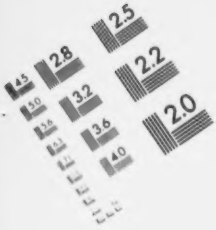

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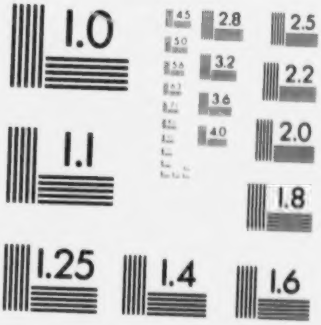

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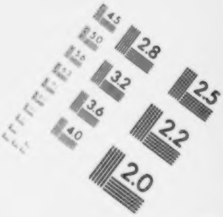

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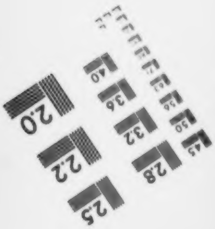

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ABSTRACT

This manual provides guidelines for instructing adult basic education, high school equivalency, and English-as-a-Second-Language (ESL) students about the decennial United States census. It is intended to increase awareness of and participation in the 1990 census. The guide gives background information on the census and suggests how lessons can be incorporated into daily classroom activities to make the process more meaningful to adult students. The activities in the guide relate the U.S. Census to a number of common needs in the lives of adult students. It also explains the effects of an undercount. Learning activities include general activities such as a census information test, bulletin boards, guest speakers, precensus day activities, role playing, class discussions, and case studies. Subject- and course-specific activities are also provided for language arts (ESL) mathematics, social studies, and environmental education. Extensive appendixes include a glossary, information for use with students with disabilities, a graphic supplement suitable for reproduction, sample census forms and instructions, sample ESL lessons, and an educator's guide to the 1990 census. (KC)

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WE THE PEOPLE COUNT!

Census Day: April 1, 1990

INSTRUCTOR'S GUIDE

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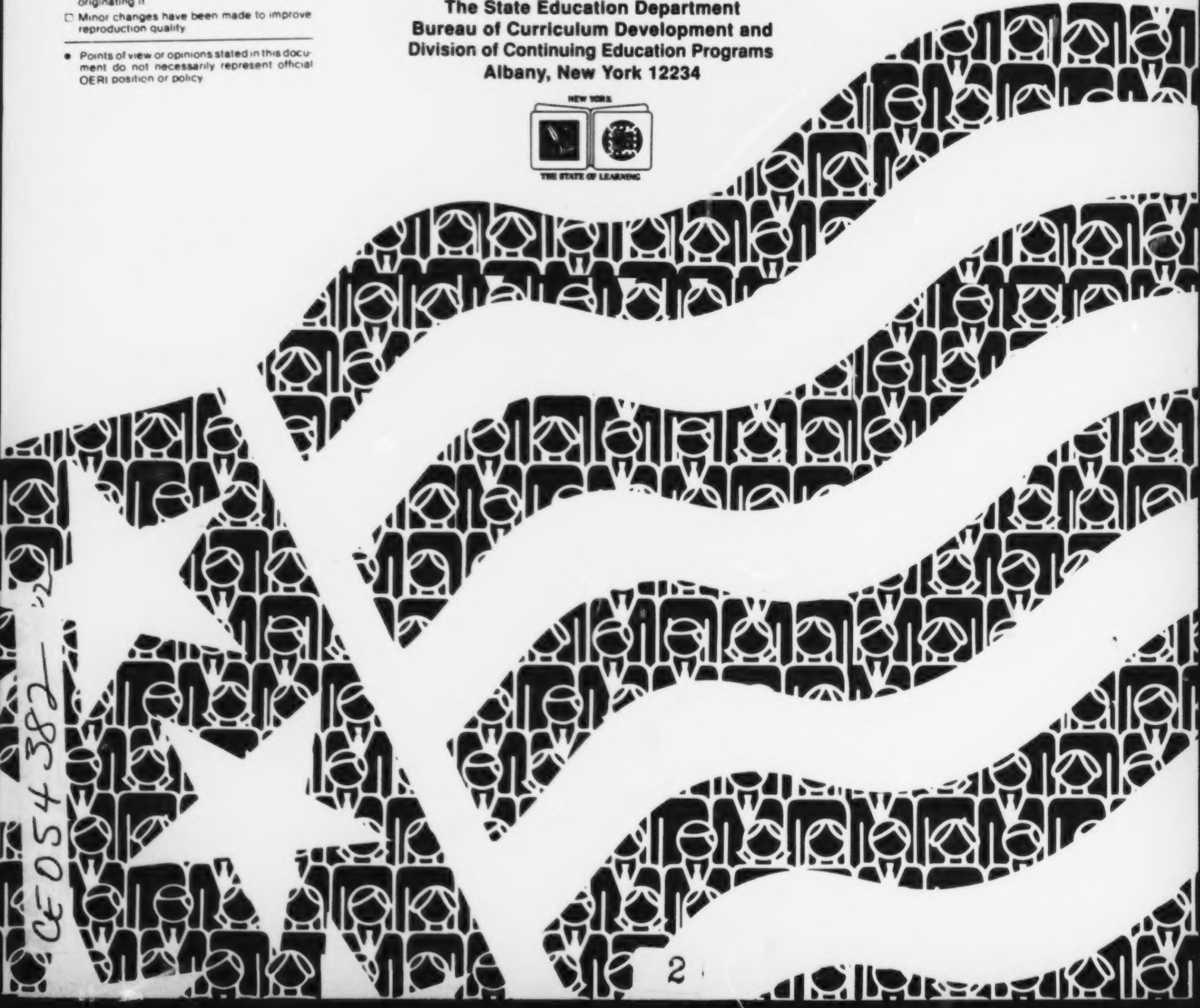

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To: Directors of Adult and Community Education Programs

From: Edward T. Lalor, Director, Division for Program Development
Garrett Murphy, Director, Division of Continuing Education Programs

We The People Count! provides guidelines for instructing adult students about the decennial United States census. It is intended to increase awareness of and participation in the 1990 census.

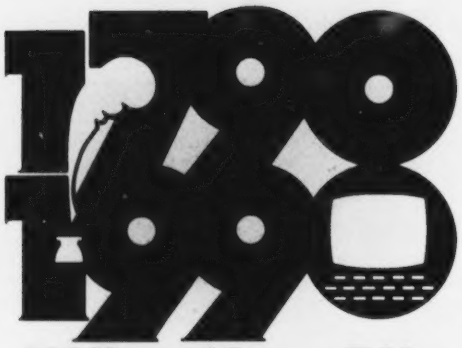
Additional copies may be obtained by writing to George K. Tregaskis, New York State Education Department, Room 212 Education Building, Albany, New York 12234.

Your comments are welcome and should be forwarded through your Regional Supervisor.

WE THE PEOPLE
COUNT!

Census Day: April 1, 1990

INSTRUCTOR'S GUIDE



200 Years of Census Taking

> ". . . Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers . . . The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct . . ."
>
> *The Constitution of the United States, 1787*
> *(Article 1, Section 2)*

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The State Education Department
Bureau of Curriculum Development and
Division of Continuing Education Programs
Albany, New York 12234

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FOREWORD

The expression, "We the People Count," has a particular significance as we look forward to April 1, 1990 — Census Day for the United States. On that date individuals and families throughout the country will be returning completed census forms which will be tallied by the Bureau of the Census, U.S. Department of Commerce. Many residents, however, will choose not to participate in the census for a variety of reasons, including reluctance to divulge personal information, lack of understanding of the importance of the census, and/or inability to complete the form.

The populations most likely to be undercounted in the census include adults who are undereducated or who have limited facility with the English language. These are among the principal target populations for adult education programs. Census data are major determinants for funding of adult education; therefore, undercounts can lead to cutbacks or inadequate funding of important programs. In the larger sense, it is in the best interests of all concerned throughout the country that the census data be as complete, accurate, and reliable as possible.

This guide is designed to assist Adult Basic Education (ABE), English as a Second Language (ESL), and High School Equivalency instructors in encouraging their students to participate in the census by returning their forms with complete and accurate information. Toward this goal, the guide will give background information on the census and will suggest how lessons on the census can be incorporated into daily classroom activities to make the process more meaningful to adult students.

The activities in this guide relate the U.S. Census to a number of common needs in the lives of adult students. The census information is, of course, used in many other ways not mentioned in this guide. For example, census data also affects federally-funded programs dealing with:

- Conservation and land management
- Pollution control and abatement
- Energy
- Community development
- National defense
- Recreation resources
- Water resources
- Services for persons with disabilities

Should an instructor wish to develop alternative or additional activities, the above partial list of areas affected by census information may suggest a particular benefit to a community. Such benefit which might be used to motivate participation in the census.

Note: The official census form, printed by the United States Government, uses group classification terms ("Black or Negro," "Spanish/Hispanic,") which may no longer be in common use among most people of certain groups and may even be viewed negatively by them. These terms appear in this publication only as a direct reproduction of the census form itself.

ACKNOWLEDGMENTS

We The People Count! is the result of the concerns and efforts of many individuals. Members of the Congress of the United States proposed, prior to the 1980 census, that the problem of the undercount, especially among minorities, be addressed through informative and persuasive adult education programs. Garrett Murphy, Director, Division of Continuing Education Programs, sensed the potential in this suggestion and initiated a New York State adult education curriculum project that focused on the 1980 census. The result was the 1980 publication, *People Count.* Ten years later, the very real possibility of the undereducated of the 1990s not being represented in the census count remains a concern of members of Congress on both sides of the aisle.

The imminence of the 1990 census and the continuing magnitude of the undercount have led to this updated and revised publication. In recognition of both the continuing Bicentennial observance of the United States Constitution and the fact that 1990 marks the Bicentennial of the national census itself, this publication has been renamed *We The People Count!*, thus emphasizing that the census is something in which we all should be involved, for it involves all of us.

As in 1980, George K. Tregaskis, Associate, Division for Program Development, once again coordinated the project and prepared the manuscript for publication. The principal writer of the 1980 manuscript was James Mullen, former Mentor in English, Empire State College, SUNY. The manuscript was revised, updated, and new material added by Jacob I. Hotchkiss, formerly Associate, Bureau of Social Studies Education, now retired; Dorothy Houde, Albany City Schools, developed the English as a Second Language lessons and case studies. Staff from the Office of Education of Children with Handicapping Conditions prepared the section on Students with Disabilities.

Valuable assistance has been rendered at many stages of this project by the following individuals.

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Grace Green, former Supervisor of English, South Colonie Central Schools, now retired, reviewed the guide for general content, with emphasis on inclusion of minority interests.

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THE CENSUS IN PERSPECTIVE

The year 1990 is the Bicentennial of the United States Census. This national census, mandated by the United States Constitution (Article I, Section 2) has been conducted every 10 years since 1790. The first census was only slightly more than a head count, although it did use five categories of persons for its tabulations — free white males 16 and over, free white males under 16, free white females, other free persons, and slaves. The nature of the categories shows that American democracy had a long way to go toward defining its ideals.

Thomas Jefferson, then Secretary of State in President Washington's cabinet, was the first Census Director. He delegated the job to 17 marshals, who appointed 200 assistants. It took 18 months to count the nation's 3,929,214 people and the results were published in a 56-page pamphlet (See Appendix B, Figure 13).

By comparison, 480,000 people will be working on the 1990 census project, which will take nearly 10 years to complete (preparation began in 1984; all reports should be completed by 1994). The total cost will be in the neighborhood of $26 billion and will result in the equivalent of 500,000 pages of data, with much material available through electronic information retrieval systems.

This census will provide a wealth of data relative to approximately 250,000,000 residents of the United States, information vital to social scientists and historians, as well as to government and the private economic sector. The data will be used to determine the allocation of billions of dollars in tax revenues to states and localities, the distribution of Congressional seats throughout the country, and the drawing of local political boundaries.

Because more than 40 billion dollars in Federal funds are allocated annually on the basis of population and income data generated by the census, new census data can spell life or death, or growth or decline, for countless community programs, including mass transit, aid to children and the elderly, etc. For example:

- Population data determines the amount of Federal money available for day-care.
- The number of people age 16 or older who have less than a ninth grade reading or mathematics level determines the amount of money allotted to states under the Adult Education Act.
- The number of children in non-English-speaking homes determines the allocation of funds for a variety of educational programs supported by Federal legislation.
- The number of people unemployed, underemployed, or with low incomes determines the allocation of Federal and State funding for job training and placement.

THE 1990 CENSUS

During the several months prior to Census Day, thousands of temporary census workers will fan out across the country, compiling lists of approximately 106 million addresses which the Census Bureau needs for its mailing. After being checked for accuracy, addresses (but not family names) will be placed on the census questionnaires for mailing.

It is hoped that all persons who have established residence in the United States will be counted, including immigrants, legal residents, refugees, exchange and international students, and undocumented aliens. Tourists and short-term visitors will not be included in the census count of population since they have not established residence in the United States.

By March 23, all housing units will have received questionnaires in the mail (for the Census Bureau's definition of "housing unit", see Appendix A, Census Glossary, pages 19-20). One person, preferably someone in whose name the living quarters are owned or rented, will be expected to answer the questions on behalf of everyone in the housing unit. There are two types of questionnaires — a short form and a long form. Approximately 83 percent of the housing units will receive the short form, consisting of 14 questions covering age, sex, race, ethnicity, marital status, relationship to the person filling out the questionnaire, and housing. The short form should take an estimated 15-20 minutes to complete.

Approximately 17 percent of housing units (a larger percentage will be applied in areas of relatively small population in order to ensure adequate sampling) will receive the long form which will include 45 additional questions on living quarters, use of private and public transportation, military status, income, employment, disabilities, public assistance, ancestry, language proficiencies, etc. The long form should take about 45 minutes to complete.

Instruction booklets will accompany both long and short questionnaires. Spanish language versions of the questionnaires may be obtained by calling the toll-free number on the cover of the questionnaire. Those persons who speak other languages may also obtain assistance from the nearest district office of the U.S. Census Bureau.*

About 95 percent of the potential respondees will be asked to return the forms by mail, while the remainder, mostly in rural areas, will have their forms picked up by enumerators (census-takers). After the returned forms will have been checked against mailing lists and reviewed for consistency and completeness, the data (except for names and addresses) will be transferred to, and processed by, the Bureau's computers. In cases where the responses are obviously incomplete, enumerators will check back with the housing unit. The Census Bureau will attempt to account for every questionnaire, a very costly, but necessary, process.

It is important to stress to students, as a means of assuring them that census information is kept confidential, that the original questionnaires will be destroyed after about one year, after being transferred to microfiche. The microfiche records will be stored for 72 years and will be accessible only to sworn census employees and the person or persons whose information is on the form. After 72 years, the film records will be placed in the National Archives, with copies sent to regional census centers where they can be used for genealogical and other research purposes.

The essential political data from the census will be available within a year. The Census Bureau must report national and state population counts to the President by January 1, 1991, and must provide each state legislature with population totals for counties, cities, and other political subdivisions by April 1, 1991. Most of the complex economic and social tabulations will take up to three years to complete and some finishing touches may take a bit longer.

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* An enumerator will come to call with a kit of questionnaires in 32 languages. Whichever one the respondee can understand and answer will be used. The enumerator will then transfer the responses to an English language version. If the respondee can not read, the district office will obtain a qualified person from the community or environs to assist.

THE UNDERCOUNT AND ITS EFFECTS

Each person enumerated will bring into his or her community, on an annual basis, large amounts of Federal funds in addition to substantial sums in State aid. We, the people do indeed count, but counting us accurately has always been difficult. This has been especially true in urban areas with large racial, ethnic, and linguistic minorities, large numbers of undereducated persons, and substantial alien populations, documented or undocumented. Although the law (Title 13, U.S. Code) guarantees confidentiality of census data, historically undercounted groups tend to fear that census information may be used against them by, for example, the Internal Revenue Service, social services investigators, immigration authorities, law enforcement and collection agencies and others. The problem of the census undercount is very serious. Some of the principal reasons for this guide are to help reduce apprehensions about the census, disseminate knowledge about it, and encourage cooperation by as large a part of the public as possible, thereby reducing the undercount.

In 1980, although the undercount for the country was estimated to be 1.4 percent (some 3.2 million people), the undercount for blacks was estimated to be 5.9 percent. In New York State alone, the undercount for blacks was estimated to be 7.5 percent which translates into approximately 200,000 people not included in the data and the loss of $ 30 million in Federal funds for vital services. The 1980 undercount for Hispanics, although greatly reduced from 1970, was still significant, comparable in percentage to the undercount of blacks. It must be remembered that Hispanics are also classified and counted as whites or blacks or Native Americans, etc. (Compare questions 4 and 7 of the census form.)

The presence of a large number of undocumented aliens has been a matter of increasing concern for the United States and for several key states, notably California, Texas, Florida, and New York as well as others. In 1980, the national estimate for undocumented aliens was 2.9 to 3.3 million. New York's undocumented alien population was estimated at 234,000 persons.

As a result of the Immigration Reform and Control Act (IRCA) of 1986, many such aliens were given opportunity to become legalized and to gain amnesty from any possible prosecution regarding their previously illegal status. Special curricular materials have been prepared by the Federal government and the states to assist such persons in taking steps toward permanent residency and possible citizenship (see *English Language and Citizenship Preparation*, SED, 1989). This program has, as of mid-1989, served approximately 167,000 previously undocumented New York State residents. Although the problem has been reduced, it is still expected to be a major source of undercounting in the 1990 census, in view of the current national estimate of 1.7 to 2.9 million undocumented aliens.

Unlike the 1980 census, which showed New York State's population to have declined by 3.7 percent from its 1970 level, the 1990 census is expected to show a very modest increase in New York State's population over 1980 levels, in the neighborhood of 1.2 percent, or 215,000 people (see Appendix B, Figure 12). If substantiated, this could mean a small increase in Federal aid to New York State. However, reapportionment will almost certainly result in the loss of a few New York State seats in the House.

In an effort to combat the undercount problem, the Census Bureau has taken certain steps. It has:

- Established a Minorities Statistics Program, which seeks to provide more data about minorities and to inform members of minority groups and communities of the purposes, uses, and importance of the census.
- Hired a large number of Community Service Specialists to work with local community organizations and groups in order to communicate the importance of accurate population and housing data.
- Established a Local Review Program as a result of many complaints from localities following recent censuses. In this program, Chief Executive Officers (CEOs) of some 39,000 governmental units name liaison officers to work with the Census Bureau mainly on housing data.

- Elicited the help of churches in an effort to reassure minorities, especially illegal aliens, that census data about individuals are kept confidential and that being counted is important to assure funds for essential services and political representation sensitive to their needs.*
- Elicited assistance from the Advertising Council, which will conduct a nation-wide promotional campaign in support of the census.
- Established Minority Advisory Committees of blacks, Hispanics, American Indians, and Asian or Pacific Islanders to offer advice to minority concerns.
- Implemented plans to recruit enumerators locally so they will be more apt to reflect the ethnic and linguistic makeup of the areas they canvass. The Bureau has developed a strong training program so that enumerators will be well equipped to help people who do not speak English, cannot read well, or are simply confused by the questionnaires. The Census Bureau began an extensive recruitment program for the hiring of census-takers and support personnel during the summer of 1989.

A number of states and localities in different parts of the country have joined together with civic and civil rights groups to commence legal action that would require the Census Bureau to make major adjustments for the undercount in certain geographic areas. In addition to New York State and New York City, parties to the action are the state of California and its largest city, Los Angeles, Dade County of the state of Florida and the cities of Chicago, Illinois, and Houston, Texas. As of mid-1989, agreement was reached whereby the Census Bureau will take a limited post-census survey of selected areas. This will be conducted in July 1990. This survey will note changes between April and July and it will then be possible for Bureau statisticians to estimate the size of the undercounted population in particularly affected areas more accurately.

These steps will perhaps have little effect, however, if people are not informed concerning the 1990 census. It is therefore crucial that teachers of adult students instruct the students as to the significance of their participation in the census, and, where necessary, show them how the forms are to be filled out and returned. Instructors should also encourage students to "spread the word" in their neighborhoods and among their friends and relatives about the importance of participating in the census.

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* To assure people of the confidential nature of the information given, the instructor or counselor should point out that census employees, under threat of five years imprisonment and $ 5,000 fine, are forbidden to divulge any census data. In addition, the Census Bureau is prohibited from publishing data if it is so specific as to be revealing. For example, if, in a certain census tract (an area approximately eight square city blocks), there is only one physician earning more than $100,000 annually, that statistic must be dropped because it is traceable to an individual. Even efforts by the national administration to obtain the names of Japanese-Americans during World War II were successfully rebuffed by the U.S. Census Bureau.

CENSUS-RELATED LEARNING ACTIVITIES

The following are some learning activities designed to help prepare instructors and students for Census Day. Their intent is the creation of an awareness of what the census is, what its purpose and significance are, and how the forms are to be completed. Many other useful activities can be adapted from the kit produced for elementary and secondary instruction by the U.S. Census Bureau, *Census Education Project: 1990*, excerpts of which are reproduced in Appendix G. Copies have been sent to virtually all school district CEOs and building principals in the nation. Limited additional copies are available through Customer Service Branch, U.S. Census Bureau, Washington, DC 20233; (301) 763-4100. All materials in the kit may be freely reproduced. Instructors are also urged to develop creative learning activities on their own relating to the census.

General Activities

The activities listed below are of a general nature, not necessarily tied to a specific subject or course. The key elements are: *awareness* and *assistance*. The activities may easily be adapted to fit within particular disciplinary programs, but will function effectively if they retain their generalized character.

The adult education center might declare the week just prior to Census Day, the week beginning with Monday, March 26, 1990, as Census Awareness Week, during which all planned activities would peak.

CENSUS INFORMATION TEST

The test on the following page might be given at the beginning of the week to spark students' curiosity and/or at the end of the week to assess what has been learned and to correct misunderstandings. Instructors should feel free to develop tests or quizzes of a variety of types which may be more effective diagnostic instruments than a true-false test in some instances. Refer to test in Appendix E, ESL Lessons 3 and 4, pages 63 and 67 for additional testing ideas.

CENSUS INFORMATION TEST

Circle T if the statement is true, F if the statement is false.

T F 1. The first U.S. Census was taken in 1790.

T F 2. The information that you give in the 1990 census is confidential and for the next 72 years only sworn census workers can see the individual records.

T F 3. Half the population will receive the short census form and half will receive the long form.

T F 4. Census Day is April 1, 1990.

T F 5. In the instructions for filling out the census form, you are told to use a ballpoint pen.

T F 6. If you have a question or need help in filling out the census form, you should call your local census office.

T F 7. If your native language is other than English and you cannot understand the form, you should just return it without completing it.

T F 8. A census-taker will come to your home only if you do not return the census form in the mail.

T F 9. By mailing in your census form on time, you help save the government money and thus help save taxpayers' money, including your own.

T F 10. One of the most important reasons for taking the U.S. Census is to determine the number of members in the U.S. Senate.

KEY

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. F

BULLETIN BOARDS

- Encourage students to construct bulletin boards depicting:
  - Completed long and short census forms as samples
  - .A flow chart which shows how census information is used by states, localities and the private sector. See Appendix B, Figure 1, for ideas.
  - A table showing some of the more significant results from the 1980 census, with a blank or question-marked column for 1990, encouraging students to predict results (Some instruction on trends and predictions should precede this; refer to Appendix B, Figures 3 though 8 for ideas).
  - Programs and services funded on the basis of population characteristics
  - The original text of Article I, Section 2 of the Constitution before it was changed by amendments, with an explanation of each change and deletion (see social studies section of this guide, page 15).
  - Photos and articles from minority magazines and newspapers.

GUEST SPEAKERS

- Arrange for guest speakers and prepare the students to ask any questions they have regarding the census. The following are suggested as guest speakers:
  - A representative from the local census office
  - A census-taker (or enumerator)
  - A local government representative prepared to speak on how census figures are used by Federal, State, and local governments to design and implement programs. (A person directly involved in providing social services would be appropriate.)
  - Representatives of new or prospective local businesses who have used census data to assess product market, labor force, community characteristics, etc.
  - Representatives from the local chamber of commerce.
  - A representative from a civic organization which is actively involved in fostering census awareness — such as the Urban League or NAACP.
- Provide construction materials necessary for students to design original posters explaining census procedure and built around original slogans, such as "It counts to be counted."

COMMUNITY CENSUS CENTER

- Convert your center into a Community Census Center.

This is an ambitious project by which the adult education center reaches out into the community and coordinates its efforts with those of local organizations to perform a service for all the local residents.

- Begin by contacting a Regional Census Manager for information and extra forms. For the five boroughs of New York City plus Westchester, Rockland, Orange, Nassau, and Suffolk Counties, contact:

Manager, Regional Census Center
Federal Office Building, Room 37-130
26 Federal Plaza
New York, New York 10278-0044
(212) 264-4730

For all other areas in New York State, contact:

Manager, Regional Census Center
441 Stuart Street (4th Floor)
Boston, Massachusetts 02116-5000
(617) 565-7078

or one of the several district offices around New York State.

- Contact local government officials, community agencies, religious, racial, and ethnic organizations to enlist their cooperation.

- Publicize, through the local media, the fact that your center is a Community Census Center.

- Hold open house for your center; invite community leaders and residents.

PRECENSUS DAY ACTIVITIES

- Designate a day (March 29 or 30) for all students to bring their census forms to class for completion. Although all students in the classroom may wish to be included in the project, not all should mail in their completed forms, as some will be included on forms completed by another member of their household. If additional forms have to be provided (either by duplicating or original form or obtaining extra copies) then it needs to be stressed that only official forms are to be returned and that only those so identified will be counted.

- Have individual assistance available for participants who speak a foreign language (some recent arrivals may prefer to be assisted by their sponsors or hosts), for those who have a disability, and for those who have other difficulties with the census.

- Provide copies of the census form in alternative formats such as braille or large print, for those students with disabilities who may need such alternatives in order to complete the census form.

- Be aware that some may feel that the information requested is too personal to record in a group. These people may feel more comfortable completing their forms on an individual basis, with assistance if necessary. All of those aided, however, should be advised that only the official census-takers are sworn to keep the information confidential. Ideally, a census-taker should be present.

- Pay special attention to the placement of surnames (family names). Some Asians place the surname first. Some older persons from traditional European communities may also do this.

- Some students may, by February, claim that a "census taker" has already canvassed them. This misunderstanding may occur because the Census Bureau will conduct some precanvassing activities to verify the mailing lists. Adult students should understand that their participation in the 1990 Census means filling out and mailing the forms, not just answering the questions of the precanvasser.

ROLE PLAYING

- Stage scenarios either in the classroom or in a group counseling session. The following are suggested.

- As a census-taker interviewing a questionnaire respondee, the student can become more aware of the purpose of the census, of some of the questions asked and the nature of the responses expected, of the circumstances under which the enumerator visits the home, and of the confidential nature of the information given.

- As an interested person requesting information on another person from the Census Bureau, the student can understand how such questions are handled and can learn that such information cannot be made available. Thus fears of breach of privacy can be minimized.

- As a questionnaire respondee calling the census office for assistance, the student can learn where and how to ask for help, what feelings are involved in admitting that one does not understand, and how to explain details and to ask questions clearly. (See Case Studies on pages 8-9 and related exercises in Appendix E, ESL Sample Lessons, pages 45-73.)

CLASS OR GROUP DISCUSSIONS

Encourage discussions on the census. The following questions are suggested stimuli:

- Why do we have a census and what are its benefits?

- If you were an elected public official, how might the census help you to better serve the people you represent?

- If you were writing the census forms, what questions would you ask and what would you not ask? (Refer to excerpts from the census forms in Appendix D. How might they be improved?)

- Statistics show that, in the 1980 census, overall response from the public was only 78 percent from all occupied household units. What might be some of the reasons for this poor showing? What are some of the negative effects? (Note: The Census Bureau estimates that $10 million in follow-up costs could be saved if one percent of those who did not respond would have responded.)

CASE STUDIES

The following case studies are offered for a variety of learning activity purposes. Some suggestions follow the case studies. Other suggestions for their use appear in the ESL Sample Lessons found in Appendix E of this publication.

This exercise will provide the students with an opportunity to practice completing the census form. It will also initiate discussions clarifying some of the confusing aspects of the census, increasing awareness of how to obtain assistance, and lessening anxieties regarding the census.

Two case studies are given of two kinds of fictional households, both of which represent types that could be included in the census. For this reason, it would be advantageous for the students to practice with both simulations.

Case 1

Meet the Jones family. They live at 123 First Avenue, Anytown, New York (Phone 123-4567). John Paul Jones was born on August 26, 1947, of German and English parents. His wife, Michiko Kayumi Jones, is from Japan. She was born on December 20, 1949. Their daughter, Linda Ryoko was born March 15, 1970.

In 1968, the Joneses bought a two-family house with a 25-year mortgage (they paid $ 85,000 for the home, but if they sold it now, it would be worth more money). Linda was born two years after they moved in. The Joneses have a very nice apartment upstairs. They have four bedrooms, a living room, dining room, kitchen, one bathroom, two porches, and a half room (alcove). They recently remodeled the kitchen and the bathroom. The Joneses also have two phones, and three television sets.

Right now Mr. Jones's cousin, David John Jones, is living with their family while he attends a local college. He was born May 31, 1969. Mrs. Jones's mother, Ryoko Osaka, is visiting for a short time and will go back to Japan next week. Linda's friend, Maria Santiago, has been living with the Joneses for two years. Maria was born of Mexican parents on April 1, 1970.

Case 2

There are three women living in Apartment 2 on 100 Central Avenue, Hometown, New York. Mary A. Smith's family came from England many years ago. Mary got a divorce in 1987, opened her own business the next year, and moved into this apartment a month later. Ying Li Chen is from China. Ying is a 32-year old widow. She works in a Chinese restaurant and goes to English classes before work. Margarita E. Colón is an 18-year-old Puerto Rican. She is studying chemistry at a local university.

All three women have birthdays in May. Mary was born May 25, 1945. Ying was born May 24, 1958. Margarita was born May 1, 1972. Each woman pays $ 175.00 per month for rent, not including utilities. They live in one apartment of the four in their building. Their apartment has an eat-in kitchen, a bathroom, a living room, three bedrooms, and one telephone.

Basic/beginning level suggestions:

Distribute photocopies of the 1990 short census form (see Appendix D, pages 36-42 for a reproduction of the form.) Instruct students to take the copies home and read them carefully. The next day or next class, read the form aloud as the students follow along, and discuss pertinent vocabulary as it comes up (see Appendix A, Census Glossary pages 19-20). Discuss the mechanics of filling out this type of form. Distribute individual copies of Case 1 or write on a chalkboard, or create your own imaginary family with basic information. (Note: Not all of the information included in the case studies is pertinent to the short form — students will need to find what is pertinent; other information must be calculated or deduced. Some additional information needed for completing the long form has been included.) Have students read Case 1 aloud, and as a class fill in a short form on the chalkboard, newsprint, or overhead projector.

Advanced level suggestions:

Same as for basic/beginning level, but distribute photocopies of the 1990 long census form (see Appendix D. for an appropriately excerpted long form. Also note that the case study information ends with H12 on the long form). Students should complete the form individually, using the information provided, and then come together to discuss any questions or problems. As a supplementary activity, students could fill out a second copy of the form with their own family data, if they so choose.

Whether students are Puerto Rican Hispanics or not, they should be aware of the special status of Puerto Rico. It is not a country, not a state, not a colony, but a *commonwealth* of the United States. All persons of Puerto Rican background are citizens of the United States–unless they are legally citizens of some other country–and therefore are of U.S. nationality.

It would be productive to discuss briefly the use and misuse of the word *nationality*. Generally speaking, a person's nationality is determined by the name of the country of which he/she is legally a citizen. In other words, if a person from China is living in the U.S., but retains his/her Chinese citizenship, that person's nationality is Chinese. If that person becomes a U.S. citizen, his/her nationality is no longer Chinese, although his/her national origin and ethnicity remain Chinese. The word *nationality* is often confused with national origin, ethnicity, race, and, at times, even with religion. Similarly, the word *race* is often misused. This is more difficult to clarify, since anthropologists do not always agree on a definition of *race* and the number of races that exist. As is the case with *nationality*, *race* is often confused with other terms. For example, a person from China is not a member of a Chinese "race"; he/she is a member of the Mongolian race, along with many other ethnic groups of East Asian origin.

As a useful exercise in understanding these distinctions present students with four or five brief descriptions of hypothetical or actual persons and ask them to classify such persons using the following chart form.

Race	*Ethnicity*	*Nationality*

A brief discussion should follow the classification process. It should be noted that some persons do not fit into single categories of one kind or another. Also, the instructor should note that the primary purpose of this exercise is to promote discussion and clarification.

Subject/Course Specific Activities

Since adult education, like most educational programs above the primary level, is developed according to subjects and/or courses, it is practical for this guide to present learning activities that can be classified as, or related to, one subject or another. Any study of the census is, by definition, difficult to fit into one subject category only; crossovers abound. Language skills must be applied in order to understand directions and respond to questions.

ESL students have particular needs in the area of language skills. The vast majority of the census questions involve data which can be described as social studies content in some form, since the questions call for economic, sociological, anthropological, historical, geographic and demographic information. Responses would be almost useless, however, unless mathematical processes and functions were used to produce reliable statistics of an almost unlimited and fascinating variety. The census is, and has been since the first one in 1790, an extraordinary example of an interdisciplinary activity, proving the ancient mathematical axiom, that the whole — the people and nation of the United States — is indeed the sum of its parts, and then some.

LANGUAGE ARTS

Basic/beginning level suggestions:

- It is important that students recognize the census form when it is mailed to them. It will arrive in a large envelope with a mailing address only; no names will be included in the address, and the term *occupant* may be used. Stress that the form should *not* be regarded as "junk mail" and discarded. Display a sample envelope with an impersonal address.

- Discuss the requirement that one person in each household must assume responsibility for completing the form.

- Because information will be read by computer, stress the importance of using a black lead pencil for filling in the circles. It may be useful to have students practice filling in circles carefully and completely.

- Discuss the instructions slowly and thoroughly (instructions and form are reproduced in Appendix D). Students should *not* assume automatically that they must have help, but should try as much as possible to complete the form correctly without help. On the other hand, no one should feel embarrassed or in any way reluctant to ask for help if needed.

- Building vocabulary, always essential in any context, is very important for the person with limited language skills in coping with the census. While help is readily available, it is incumbent upon the respondee to understand the help that is being given, rather than just to accept it. Probably the best starting place is Appendix A, Census Glossary pages 19-20, selecting only the simplest terms at the beginning, e.g. *apartment, census, family, household,* etc., and, using professional judgment, deciding how far to go on a class basis or an individual basis. The aim should always be to seek the highest level of attainment that the individual student can handle at any given time. At the basic level, however, those words and terms of most immediate relevance to the completion of the census form should be given top priority.

Advanced level suggestions:

- Discuss the instructions and the form in some depth (See Appendix D.). Stress here also the importance of not discarding the form as junk mail.

- Are the instructions clear?

- Would there be alternative ways of stating some of the instructions and/or questions more clearly?
- Are the questions free of ambiguity? A review of vocabulary would be useful at this point.

- Discuss the matter of filling out forms in general — employment applications, college applications, social services forms, license forms, leases, etc. Some of the commonalities and differences among forms can be illustrated, using the census form as a jumping-off point. The basic principle of giving exactly the information asked for — no more, no less — should be stressed as a vital language arts and life skill.

- Review some nonstatistical summary statements that have been made as a result of census data and projections, if available. Are they clear as to meaning?

  Examples: (1) Most of the fastest-growing metropolitan areas in the United States are in Florida.

  (2) All of the metropolitan areas that have grown at double the pace of the nation as a whole are in the South or West. (*Wall Street Journal*, August 4, 1989)

- The theme of the New York State Education Department materials concerning the 1990 census is "We the People Count." An oral or written exercise on the various possible meanings of that expression would be productive in terms of census awareness and language arts in general.

  For example:
  - By means of the census, we, the people of the United States, through our Federal and representative system of government, take count of ourselves periodically.
  - We, the people, as individuals, matter; it is important that we are counted.
  - However high-tech the census operation becomes, we still rely on humans to be enumerators and ultimate interpreters.

English as a Second Language

The 1990 Census offers ESL teachers a unique opportunity to create many new and interesting learning experiences for their students, experiences that will, of course, inform them about the census *and* will reinforce and/or extend their communicative competencies.

While ESL teachers are encouraged to select freely from activities in this guide that are appropriate to their students' abilities, the sample lessons in Appendix E, pages 45-73, have been developed specifically with the needs of the non-English speaking student in mind.

Other suggested activities might include:

- Recording "Census Day" public service announcements (PSAs), broadcast either on television or radio. Often these messages are delivered at a tempo too fast for ESL students to comprehend. By taping them, instructors and students can replay them, a bit at a time, interspersed with class discussions of the messages. Since it may be difficult to "catch" these PSAs for off-the-air taping, arrangements may be made with local radio and television stations to obtain copies of them. More advanced ESL students, having a fair understanding of the census, might form small groups according to country of origin or ethnic or racial background and attempt to develop PSAs which would be effective in convincing others of the same origin to participate in the census. Such PSAs might also be taped for in-school use as examples of creativity in oral and written uses of language.

- Discussing with students the type of census-taking, if any, that is conducted in their countries of origin and how the various governments utilize the information. This should be a strictly voluntary activity as students from countries where such information may have led to persecution or invasion of privacy may, understandably, be reluctant to recall experiences. This would also be an opportunity for the instructor to emphasize that *no one* can be adversely affected by the U.S. Census information.

- Providing practice in accurately recording and interpreting the information sought by the questions. For example, the following three questions may all elicit the same answer or three different responses, depending on the individual circumstances. In either case, the answers might all be correct or, inadvertently, all incorrect.

  (1) From what country did you or your ancestors come?

  (2) Where were you born?

  (3) What is your nationality?

  (See notes on *nationality* and *race* on pages 9-10).

- Practicing the formation of basic questions and answers as suggested by the census form (see Appendix D.). For example, names of household members are listed horizontally across the top of the form (preceding question 2) and questions 2 through 7 in the vertical column ask for information about each person. Students could practice constructing complete questions and answers using this format:

Q: What is your name?
A: My name is Carlos.
Q: Is Carlos (Are you) a male or female?
A. Carlos is (I am) a male.
etc....

(Check for use of appropriate proper nouns and pronouns and check agreement of subjects and verbs)

MATHEMATICS

Basic/beginning level suggestions:

- Acquaint students with the design of question 5 on the census form "Age and year of birth" (see Appendix D.). Note that in section a, "age at last birthday," three spaces are provided, since a small number of persons are actually 100 years old or older. The vast majority of persons will fill in "0" in the first column; those who are 100 or older will fill in "1" and the 2nd and 3rd digits in the appropriate places. For most people, age will be indicated in the second and third columns and spaces only. Students should be reminded that age at *last* (not nearest) birthday is asked. Students must also remember to fill in the numbers in the boxes *and* blacken the circles that represent those numbers. With reference to section b, calling for the year of of one's birth, obviously the first digit is not an option; the "1" applies to everybody. Since a small, but significant number of persons are still alive who were born before 1900, the "8" is an option. All others will fill in the "9" and the last two digits of the birth year.

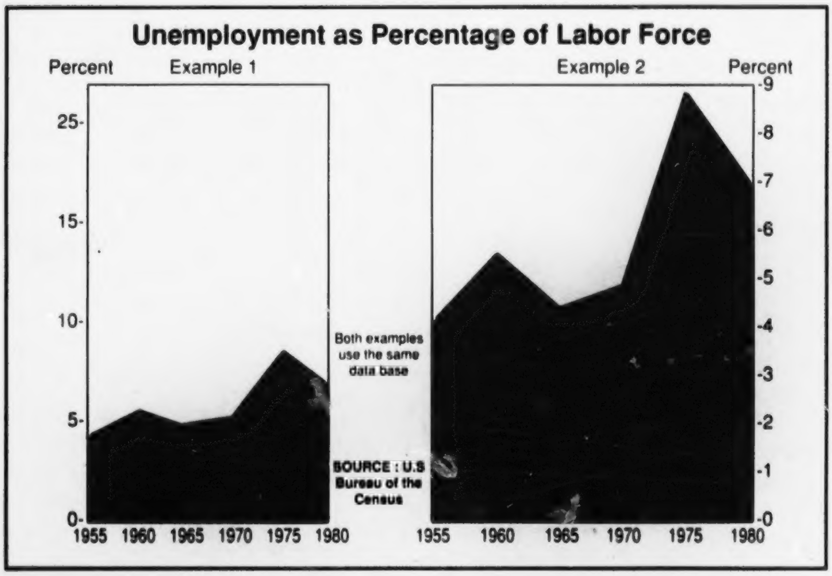
Brain Teasers

(a) Why do we call the 1800s the *19th* century and the 1900s the *20th* century?
(b) Was 1900 the last year of the 19th century or the first year of the 20th century? Will 2000 be the last year of the 20th century or the first year of the 21st century?

- Review and demonstrate some basic elements of mathematics vocabulary that are also related to the census. Examples would be: *total*, *percent*, *average*, *increase*, *decrease*, *fraction*, *decimal* (including "to the nearest...") and the concept of *ratio*, if not the term itself.

- Discuss the most basic meaning of statistics in the everyday lives of ordinary people (*statistics* can be defined, for this purpose, as the collection, organization, study and interpretation of large amounts of related facts and figures). Students should become aware that all of us *are* statistics and all of us *use* statistics at one time or another, and all of us are influenced by persons and/or organizations that use statistics.

- Practice simple chart and graph reading, including the reading of numbers with place values in the millions or thousands. Use relatively simple graphics in Appendix B, such as Figures 5, 6, 7, and 8 as examples. Develop some straightforward questions which involve "reading" a chart or graph or drawing some fairly obvious inferences from such representations. Students should be advised as to how graphs and charts can be misleading, as well as informative. Examples can be found of relatively small increases or decreases in some statistical measures being made to seem like major increases or decreases without changing any of the data, simply by changing the scale or the scope of a graph or chart. For instance:



Advanced level suggestions:

- Expand vocabulary review to include more advanced concepts and terminology, such as *population density* (people per square mile, etc.), *median, ratio* (as a term as well as a concept), the mathematics of *apportionment* and *reapportionment* ("x" number of persons for each member of the House of Representatives, etc.), *rounding off, scale, per capita, extrapolation, estimate, projection, line, bar* and *pie graphs, vertical* and *horizontal axes*, margin for error (the concept of *standard deviation*, without the term and complexities), *variable, constant*, etc. Provide *simple* examples of each term introduced or reviewed.

- Have students discuss and interpret as many of the quantitative census-related graphics in Appendix B as possible, starting with Figure 2, 1980 Population Distribution in the United States.
  - What is the value of such a map? Are we expected to count dots? Or just get an overall impression?
  - Why is density heavier in certain areas and lighter in others? Would another kind of map help us understand this map? What kind?

- Moving to Figures 3 and 4, Expected Changes in Population by Region/by State: 1980-1990 —
  - What is meant by percentage of increase or decrease?
  - If the projections for 1990 are accurate, will the new population distribution map differ from the 1980 map in any significant way? Can we make some "educated guesses" about this, based on these graphs?

  NOTE: Through mathematics, we understand the "what" and the "how much" of census changes; through social studies, we understand the "where" and the "why"; through language arts (including ESL), we are able to describe and explain what we understand, so that others may understand. The census provides an exceptional opportunity for such interdisciplinary crossovers.

- Probably the most important original reason for the Constitutional mandating of censuses was apportionment and future reapportionment of the House of Representatives, the lower house of Congress. In the early years of the U.S., the size of the House was variable. Since 1850, we have set the total number of Representatives at a certain figure and have changed only the ratio of people to representatives with each census (although the House total did undergo a few changes). Following the census of 1910, the size of the House was fixed at 435 and has remained at that figure ever since (except for a brief period when Alaska and Hawaii became states, shortly before the 1960 census). There are other variables in what is an involved mathematical process, which need not be pursued here.

  According to the 1980 census, the average national ratio was one Representative for every 519,000 people. The last adjustment, made in 1986, resulted in a 553,000-to-one average ratio. It is anticipated that the 1990 census will result in an average ratio of somewhere between 570,000- to 575,000-to-one. Have students look up New York State's current total number of Representatives. It is anticipated that New York State's population in the 1990 census will show an increase of about 1.2 percent over 1980 (see page 3) and will total approximately 17,800,000. Roughly figuring (without using the complicated formulae):
  - How many Representatives will New York State be likely to have?
  - Is the New York State delegation in the House likely to be larger or smaller than the present one? Or can't we tell until we see projections or actual results from all the states?

SOCIAL STUDIES

These activities will serve to integrate history, political science, geography, economics, sociology, and anthropology in ways that are easy to understand and that relate directly to the census process. Instructors are again reminded of the many crossovers with language arts and mathematics.

Basic/beginning level suggestions:

- The census is not a new idea. Nations have taken censuses since ancient times. When the Founding Fathers (leaders of the U.S. in its early years) wrote the United States Constitution in 1787 and developed their plan for a two-house Congress, with one house based on population, it was clear that the people of the United States had to be counted at certain fixed intervals. That is why the census requirement was written into the Constitution (Article I, Section 2) and, with certain changes over time, has remained a requirement. As noted elsewhere in these pages, the first census was taken in 1790 and others have been taken every 10 years since that date. Why is a census necessary for the operation of the House of Representatives?

- Look at one of the census summaries from the 1790 census (Appendix B, Figure 13). When the U.S. Constitution was adopted and when the first census was begun, there were 13 states in the U.S. By the time the reports came out in 1793, two more states had been added (Vermont and Kentucky) and a future state (Maine — then part of Massachusetts) was considered a separate census district.
  - Which state ranked first in population in 1790?
  - Which state ranked last?
  - What was New York State's rank?
  - Look up New York State's rank in the 1980 census.
  - Does the way the report is organized indicate the existence of racism and sexism in the early U.S.?

- Using the flow chart in Figure 1, discuss how:
  - The people of the United States, through elected representatives who appoint other people, tell government what it must do in broad, general terms.
  - Government works out the details and carries out the tasks.
  - The results should be positive for the people as a whole, with benefits flowing ultimately back to the people.
  - While we recognize that this is not the way the system always works, it is the way it is *supposed* to work.

- Relate the preceding four sentences to the census, as one of many governmental functions; in this case, one in which we all are supposed to take part.
  - What are some other governmental functions which theoretically involve us all? (Possibilities are: social security, the income tax process. Are there others?)
  - What are the benefits of the census to us? What about tax money — going *from* us to pay for government and coming back *to* us in the form of services, many of which are based upon census data.
- Theoretically, all people who live in the U.S. and are of normal or average mentality should have at least some *minimal* awareness (not specific data, necessarily) of:

(1) The *approximate* population of the nation, his/her state and community.

(2) The *relative* size of the nation's population and area as compared with some other nations.

(3) The distribution of the nation's population geographically.

(4) The distribution of the nation's population by age and sex.

(5) The diversity of the nation's people - racially, ethnically, religiously.

(6) The diversity of the nation's physical environment.

(7) The diversity of the nation's life-styles and family patterns.

(8) The diversity of the nation's occupations and economic conditions.

(9) The diversity of the nation's political subdivisions (counties, towns, cities, villages).

Which of the foregoing can be learned from census data? (Almost all the above can be learned directly from the census; the balance can be learned indirectly, using the census as a tool.)

- Have students study Figures 5, 6, 7, and 8. Explain their content, if necessary. Then, ask students to discuss the graphics as follows:

  (1)Taking each chart individually, discuss the purpose of the chart, the meaning of each horizontal and vertical axis. Be sure to note the statement about 1990 census figures.

  (2)Compare the changes in total population, 1790 to the present, to the changes in average number of persons in a household from 1790 to the present.

  (3)Can definite long range trends be seen in Figures 5, 6, and 7? How can these be described?

- (4)Why is it difficult to find a trend in Figure 8? Does Figure 8 tell us anything about births, deaths, and life expectancy?

Advanced level suggestions:

- Follow the general pattern described in *Basic/beginning level suggestions* regarding Figure 1; then proceed with these additional steps.

- From the original text of the United States Constitution, as drafted in 1787, read and discuss in class Article I, Section 2, Paragraph 3 in its original form. (See following page.)

  It should be noted that the details of the first census and all others had to be worked by Congress and those officials in charge of the censuses.

> *"Representatives [and direct taxes][1] shall be apportioned among the several States which may be included within this Union, according to their respective numbers [which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years][2] [and excluding Indians not taxed][3], [three-fifths of all other persons].[4] The actual enumeration shall be made within three years after the first meeting of the Congress of the United States and within every subsequent term of ten years, in such manner as they shall by law direct. [The number of Representatives shall not exceed one for every thirty thousand][5]..."*

- The instructor should note the categories of the first census (see Figure 13):
  - (a) Free white males, 16 years of age or older, including heads of families
  - (b) Free white males under 16
  - (c) Free white females of any age, including heads of families
  - (d) All other free persons (including indentured servants)
  - (e) Slaves

- Discuss in some depth why the categories established for the 1790 census reflect sexism and racism. (Note: Although the terms "sex" and "race" were used and — in the case of race, misused — as far back as 1790 and earlier; the words "sexism" and "racism" were not in use then. Explore the meanings of the terms, comparing, if possible, late 18th century attitudes and late 20th century attitudes and present and past conflicts with U.S. principles.)

- As mentioned in *Basic/beginning level suggestions*, there were 13 states in the U.S. at the time the first census was begun. The country was divided into census districts based on judicial districts, plus the Northwest and Southwest Territories (in those days, the "West" ended at the Mississippi River).
  - Of the 16 districts listed in Figure 13, which ones were not states at the time the first census was begun? (Answer: Vermont, admitted in 1791; Kentucky, admitted in 1792; Maine, admitted years later, in 1820)
  - Which states had the largest and smallest numbers of "other free persons?"
  - Which states had the largest and smallest numbers of slaves?

    What do these statistics tell us about life in the United States in 1790? What general statements (generalizations) can we make?
  - What is the order in which the census districts are listed in Figure 13? How can you tell? Use a map if necessary to answer this question.

- Study Figures 5 and 6, looking especially at the 1790 indicators and the 1990 estimates.
  - What two trends are illustrated?
  - In *broad* terms, if we consider persons living in one household to be a family (which is not always the case), what was the average size of a family in 1790? What is it expected to be in 1990?
  - Write a brief description on the two trends, describing any connection that seems fairly obvious. Or is there no significant connection? Or can't we tell? What are some of the possible reasons for the trends?

- Study Figure 2, 1980 Population Distribution of the United States. Have available a political/physical map of the United States for cross-referencing.
  - What is meant by population density? How is it usually expressed?
  - What are some of the reasons why the population of the United States is not distributed more evenly

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[1] The 16th Amendment (income tax), 1913, changed this legally. However, the census was never really used this way.

[2] The 14th Amendment (rights of citizens), 1868, changed this reference to indentured servants, who were considered "free", but were "bound" to labor.

[3] Since the Census of 1940 there has been a special effort to count *all* American Indians (Native Americans).

[4] This bracketed section, the famous "Three-fifths Compromise", refers to black slaves, each one of whom was counted as 3/5th of a person for the census purpose of representation numbers, but none of whom had any voice in that representation nor in any other aspect of their lives. This blatant racism was canceled by the 13th Amendment (end of slavery), 1865, and the 14th Amendment, 1868, mentioned in Note 2 of this section.

[5] If this provision had remained unchanged, the House of Representatives would now have more than 8,000 members. The size of the House has been fixed at 435 for many decades and the *ratio* changes according to the census results (and complex mathematical formulae - see section on Mathematics).

throughout the nation? What effects have the following factors had?

- Topography (river valleys, mountains, plains, deserts, etc.)
- Climate (temperate, marine, subtropical, "Mediterranean")
- Historical settlement patterns (from colonial times)
- Immigration and migration patterns
- Transportation networks

- Study Figures 3 and 4, Expected Changes in Population by Region/by State: 1980 -1990 and refer back as needed to Figure 2.
  - What general statements (generalizations) might be made from these map-graphs?

    Examples:

    – There is a definite migration of persons in significant numbers from the Northeast and Midwest to the South (particularly the Southeast coast), the Southwest and the West.

    (An odd exception appears to be the state of New Hampshire, which is expected to show more than a 24 percent increase in population between 1980 and 1990. Would possible reasons be the absence of a state personal income tax and the absence of general state and local sales taxes?)

    – The movement of people is not always from high density areas to low density areas; movement often is from high density areas in one part of the country to high density areas in another part of the country.
  - Is there a possible connection between the movement of population and the age distribution of population (see Figure 8, Percent Population by Age [1990 projection only] and Figure 10, Distribution of the Total U.S. Population by Age and Sex: 1980)? What might that connection be?

- Study Figure 8, Percent Distribution by Age: 1980 and 1990 and Figures 10 and 11, Distribution of the Total U.S. and New York State Population by Age and Sex: 1980.
  - What general statements (generalizations) can be made about the U.S. population in 1980 and 1990? Answer in terms of the following categories:

Childhood and adolescence	0 - 19 years
Young adulthood	20 - 39 years
Middle Age	40 - 59 years
Senior Age	60+

- What are the major differences between the distribution of 1890 and the projected distribution of 1990?
- With much lower infant mortality rates in 1990 compared to 1890, why do children form a lower percentage of the population in 1990 than they do in 1890?
- What changing conditions have caused the percentage changes?

  (Possible answers:Declining birth rate; increased longevity; improved health conditions, including nutrition)
- Discuss the meanings of the term, *life expectancy* and the commonly heard expression, "the graying of America."

  Note: Life expectancy for the people of the United States has been growing steadily. However, life expectancy for blacks lags significantly behind that for whites and other nonwhites. A child born in 1980 could expect to live to the age of:

  70.7 if a white male
  78.1 if a white female
  63.8 if a black male
  72.5 if a black female

  Census data also shows that in 1980:

  10.2 percent of the white population of the U.S. was below the poverty line, and
  32.5 percent of the black population of the U.S. was below the poverty line.
  - What connection may exist between life expectancy and poverty?
- The age-sex data for the U.S. and New York State (Figures 10 and 11) show similar, but not identical patterns.
  - What are some of the significant sex differences reflected by both graphs?
  - What is one significant difference between State and Nation as shown by comparing the two graphs?
- Through most of their life spans, the relative proportions of men and women are very similar. Starting in late middle age, however, the ratio of women to men becomes larger and larger until at advanced age, women outnumber men by two or more to one, nationally and statewide. What might be some of the reasons for sex differences in population after middle age?

- Study Figure 9, New York State Population by County, 1980, and Figure 12, 1980 Census Data Sampling. Have available political/physical map of New York State for cross-referencing.
  - Which counties of New York State are the most heavily populated?
  - What do the heavily populated counties have in common with each other?

    Note: The sparsely populated counties do not have as much in common with each other as do the heavily populated counties.
  - In what county do you live? In what county do you work? Can you locate that county on the map on Figure 9?

    Note: In 1980, according to the census data shown in Figure 12, New York City contained more than 40 percent of the population of New York State. More than 1/4 the population of New York City was black and slightly less than 1/5 of the population was Hispanic. What proportions of the 1980 black and Hispanic populations of New York State lived in New York City at that time? Why is reducing the undercount especially important for New York City?

ENVIRONMENTAL EDUCATION

Students should be aware of the many ways in which population growth impacts on individuals/society, and the environment. The effects of growth appear to be more significant in other countries than the United States, but appearances can be deceiving. The following are just a sample of the concepts involved in the effects of population growth:

natural resources
food and nutrition
wildlife and endangered species
social justice
energy
human habitation and the homeless
pollution; air, water, noise
health/stress
scarcity
solid waste/recycling

The State Education Department has developed a number of publications which help teachers address some of these environmental and social issues. For more information, call:

Barry Jamason
Environmental Education
Division for Program Development
(518) 474-5890

Appendices

Appendix A

CENSUS GLOSSARY*

Apartment - A room or set of rooms fitted with a kitchen and a bathroom, used as separate living quarters in a building containing other living quarters.

Apportionment/Reapportionment - This means of dividing up the members of the House of Representatives among the states according to the population count in each census, starting in 1790.

Average Number of Persons per Household - A number that represents the total population living in housing units divided by the total number of occupied housing units.

Bicentennial - the 200th anniversary of an event. For example, the 200th anniversary of the first United States census occurs in 1990.

Census - A count, or enumeration, of a population in a given area. The decennial census in the United States counts and describes the nation's population, housing units and other important matters.

Census Data - The numbers totaled or calculated from individual answers on census forms for a variety of geographic units.

Census Day - The official date of a census. In the United States, National Census Day has been April 1 since 1930. The count produced during a census will represent everyone who is living in the country on that date.

Census Enumerator - A person who helps collect census data. An enumerator must take an oath not to reveal any individual answers.

Census Form - A booklet containing the questions that people answer in a census; a census questionnaire.

Census Geography - The different land units used by the Census Bureau when taking and reporting and reporting a census. Some are political units, like states, towns, cities, counties, American Indian reservations, or Alaskan native villages. Others are statistical units, such as census tracts, census regions, census divisions, etc.

Components of Population Change - Births, deaths, and migrations (both into and out of an area). Internationally, migrations are referred to as immigration (into) and emigration (out of) a country.

Confidentiality (privacy) - For census purposes, this means that no one except sworn U.S. Census Bureau employees can look at identifiable personal information reported in the census. Census confidentiality is maintained for 72 years.

Constitution of the United States - The written basic principles and laws of the United States. As adopted in 1787, Article I, Section 2 requires its decennial census.

Decennial Census - A census taken every 10 years. A decennial census has been taken in the U.S. in each year ending in "0" since 1790.

Enumeration - Another term for a census or count.

Estimate - An approximation of the past or present using data not fully known or verifiable.

Family - Two or more persons living in the same household related by birth, marriage, adoption, etc. A group of unrelated persons living together is not a family by this definition.

Home - A private place where a family or single person lives. For census purposes, a home is the same as a housing unit.

House - A building intended for dwelling.

House of Representatives - The lower house of the U.S.

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* Adapted from "Educator's Guide to the 1990 Census," *Census Education Project: 1990*, U.S. Bureau of the Census.

Congress. The House membership was set at 435 following the census of 1910.

Household - A year-round, occupied housing unit.

Housing Unit (Year Round) - An occupied house, apartment, mobile home, tent, van, etc., or a vacant unit available or intended for year-round living. For census purposes, a housing unit does not include a vacation unit or a vacant unit held for migrant workers. The occupant lives separately from all others in the same building and can enter and leave the unit without going through anyone else's home.

Median Age - The middle value of a ranked group of persons' ages. The median age in the U.S. in 1980 was 30, which means that half of the U.S. population was younger than 30 and half was older than 30.

Median Family Income - The middle value of a ranked group of family incomes. The median family income in the U.S. in 1979 (i.e., as recorded in the 1980 census) was $19,917, which means that half the families in the U.S. had income above that amount and half had income below that amount.

Migration - A permanent change of residence from one area of a country to another area of the same country. The term may have a broader meaning historically and anthropologically.

Mobile Home - A structure designed to be a year-round housing unit, capable of being moved from one site to another.

Population - The number of people or inhabitants of an area at a given time.

Population Change - The increase or decrease in a population from one time to another.

Population Density - The number of people per one unit of land area, such as a square mile. Density shows how crowded or uncrowded an area is.

Projection (Population) - Computation of future changes in population, based on trends in births, deaths, and migrations.

Sample - A part of a population selected to represent a whole population.

Statistics - Collection, organization, study, and interpretation of large amounts of data. For census purposes, a statistic is a number or a percentage that tells something about a population in a geographic area.

Survey - A way to collect facts or opinions from a portion or sample of a population. The 1990 census forms will ask some questions of everyone in the country and other questions of only some persons. The census includes both a sample survey and a complete enumeration to collect facts for its geographic parts.

Undercount - The degree to which people and housing units are missed in the census count. A special effort is being made to reduce the undercount, which is considered to be a very serious problem.

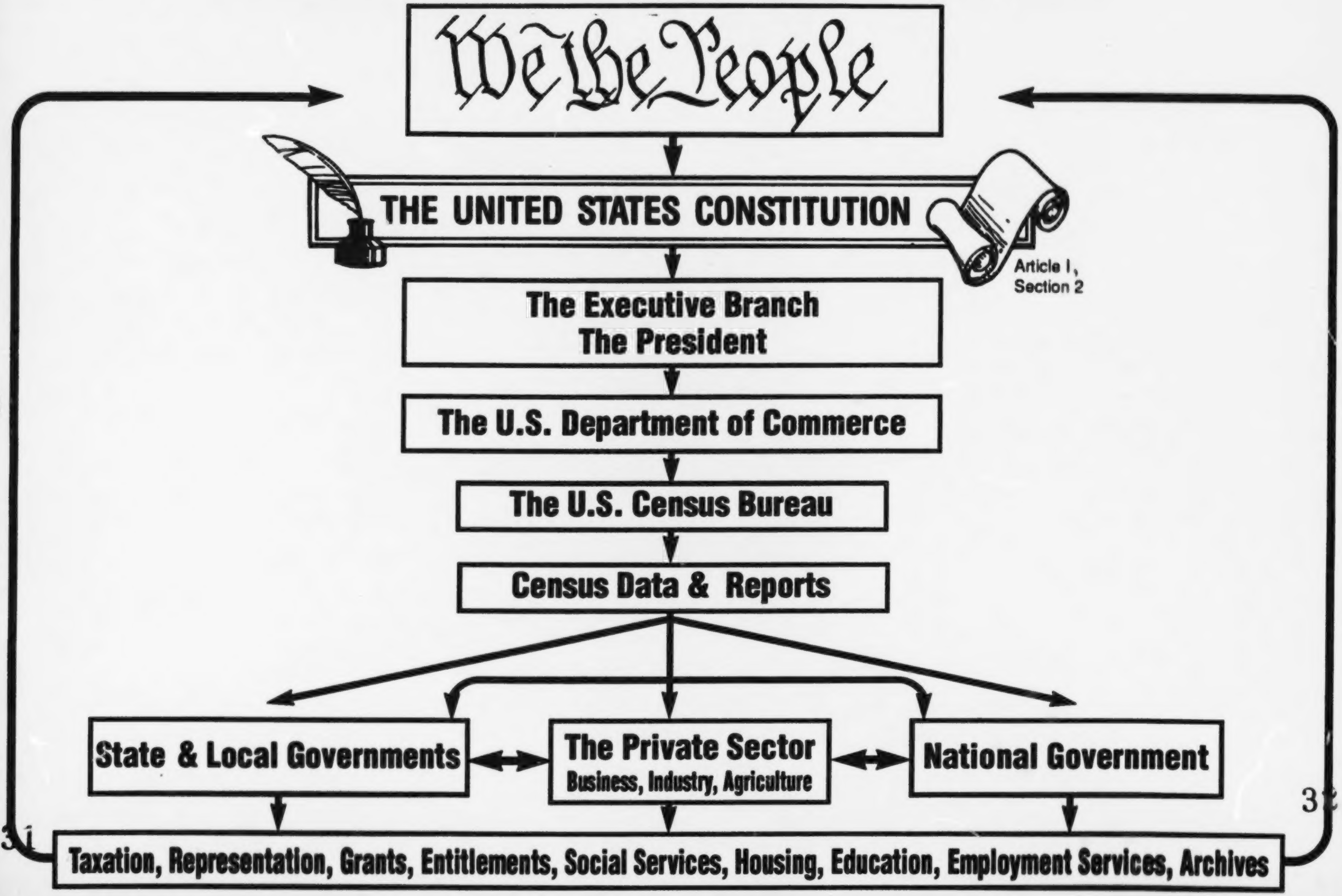
U.S. Bureau of the Census - The Federal office created in 1902 to be in charge of the decennial census of population and housing, as well as other censuses and surveys. The Census Bureau is part of the U.S. Department of Commerce.

Appendix B

GRAPHIC SUPPLEMENT

How Census Information is Used

Figure 1



We the People

THE UNITED STATES CONSTITUTION

Article I, Section 2

The Executive Branch
The President

The U.S. Department of Commerce

The U.S. Census Bureau

Census Data & Reports

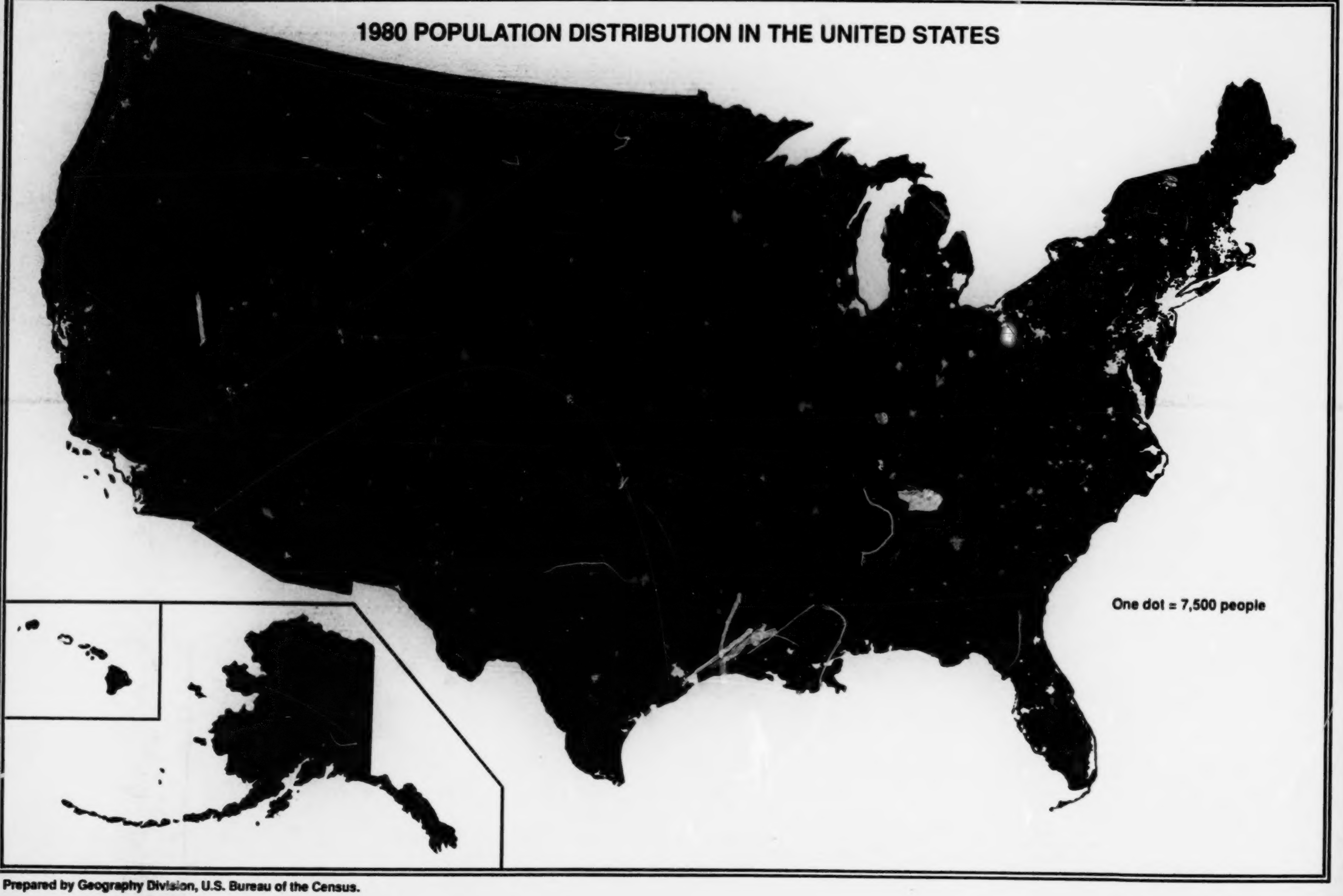
State & Local Governments

The Private Sector
Business, Industry, Agriculture

National Government

Taxation, Representation, Grants, Entitlements, Social Services, Housing, Education, Employment Services, Archives

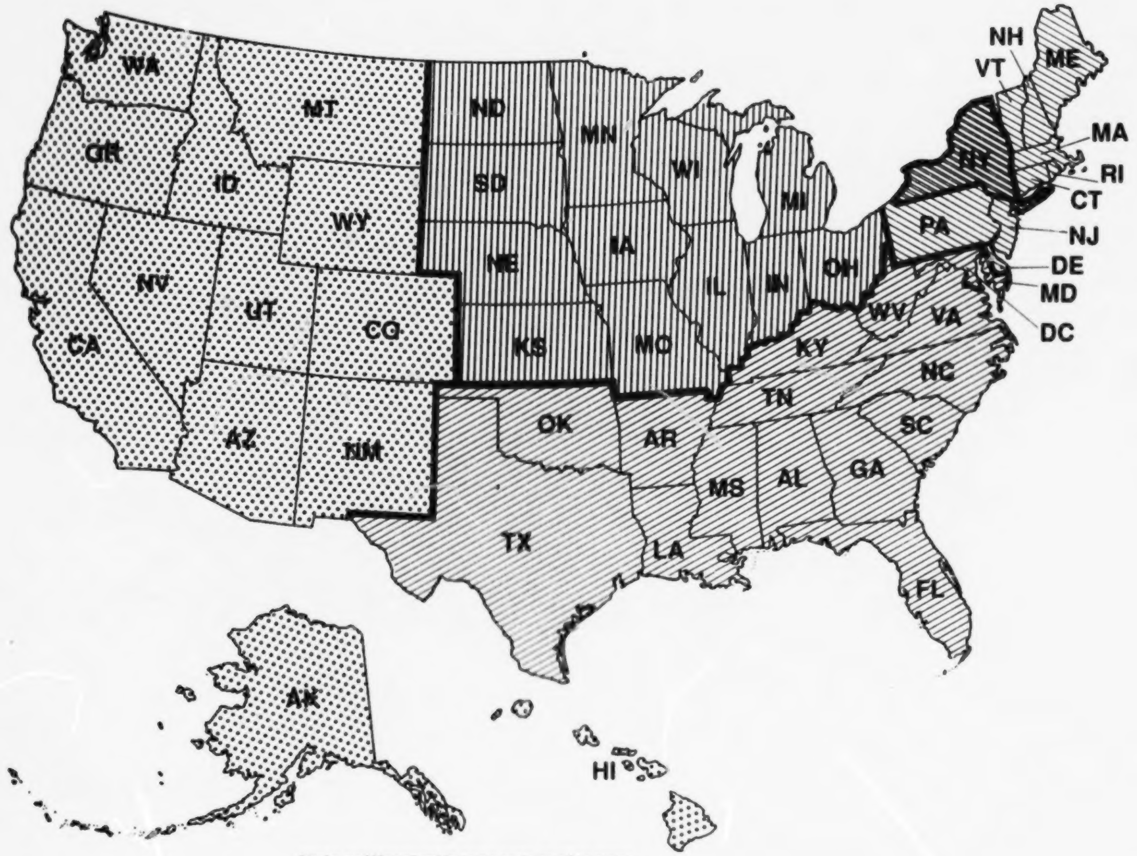
1980 POPULATION DISTRIBUTION IN THE UNITED STATES



One dot = 7,500 people

Prepared by Geography Division, U.S. Bureau of the Census.

Figure 3


NH
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ME
WA
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ND
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OR
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SD
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MI
NY
MA
RI
CT
NJ
PA
DE
MD
DC
NV
UT
CO
NE
IA
IL
IN
OH
WV
VA
CA
KS
MO
KY
NC
TN
SC
OK
AR
AZ
NM
MS
AL
GA
TX
LA
FL
AK
HI

Alaska and Hawaii not to same scale as other states

Expected Changes in Population by Region: 1980-1990

▧ Northeast +2.9%

▥ Midwest +1.5%

▨ South +15.8%

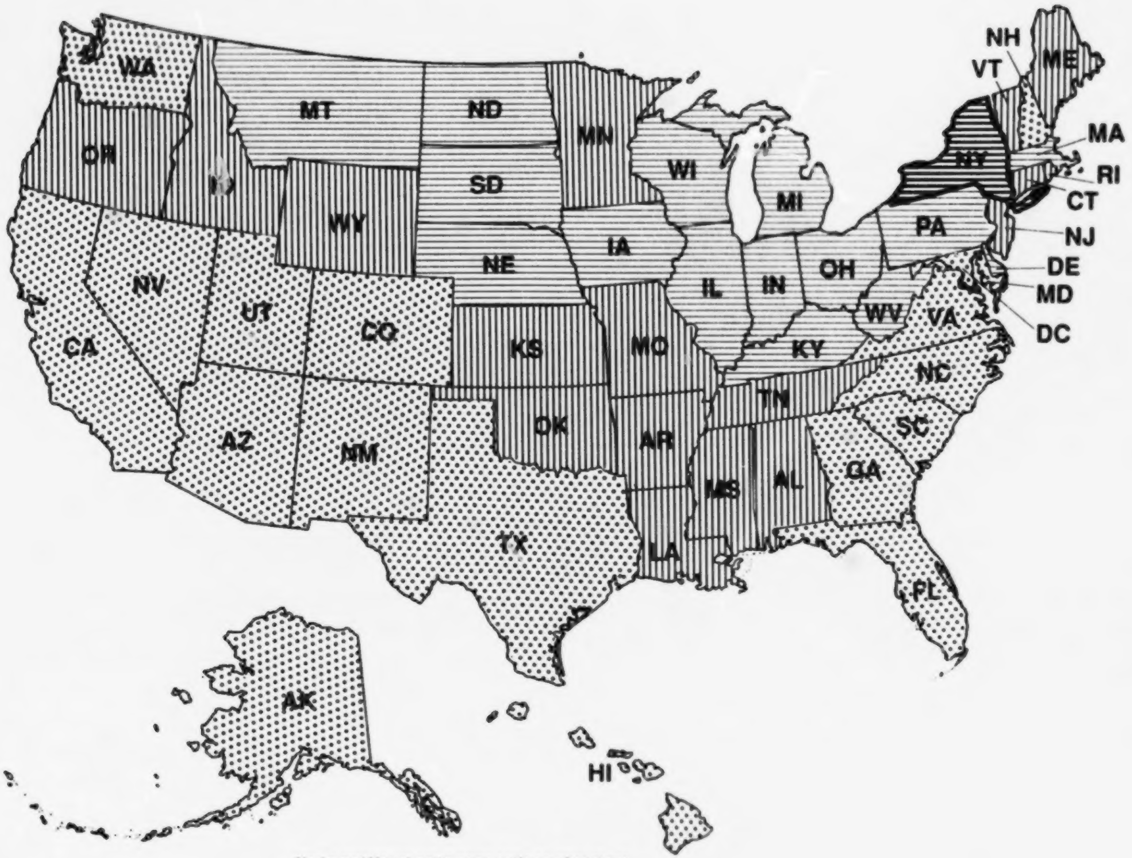
░ West +21.1%

SOURCE: U.S. Bureau of the Census
Note: All 1990 data are projections, not census enumeration totals

Official U.S. Postal Service Abbreviations

District of Columbia - DC
Alabama - AL
Alaska - AK
Arizona - AZ
Arkansas - AR
California - CA
Colorado - CO
Connecticut - CT
Delaware - DE
Florida - FL
Georgia - GA
Hawaii - HI
Idaho - ID
Illinois - IL
Indiana - IN
Iowa - IA
Kansas - KS
Kentucky - KY
Louisiana - LA
Maine - ME
Maryland - MD
Massachusetts - MA
Michigan - MI
Minnesota - MN
Mississippi - MS
Missouri - MO
Montana - MT
Nebraska - NE
Nevada - NV
New Hampshire - NH
New Jersey - NJ
New Mexico - NM
New York - NY
North Carolina - NC
North Dakota - ND
Ohio - OH
Oklahoma - OK
Oregon - OR
Pennsylvania - PA
Rhode Island - RI
South Carolina - SC
South Dakota - SD
Tennessee - TN
Texas - TX
Utah - UT
Vermont - VT
Virginia - VA
Washington - WA
West Virginia - WV
Wisconsin - WI
Wyoming - WY

Figure 4



WA
OR
MT
ND
MN
SD
ID
WY
WI
MI
NY
NH
VT
ME
MA
RI
CT
NJ
DE
MD
DC
PA
IA
NE
NV
UT
CO
CA
IL
IN
OH
WV
VA
KS
MO
KY
NC
TN
OK
AR
SC
AZ
NM
GA
MS
AL
TX
LA
FL
AK
HI

Alaska and Hawaii not to same scale as other states

Expected Changes in Population By State: 1980-1990

▤ -5.3% to +4.9%

▥ +5.0% to +9.9%

░ +10.0% to +43.4%

SOURCE: U.S. Bureau of the Census

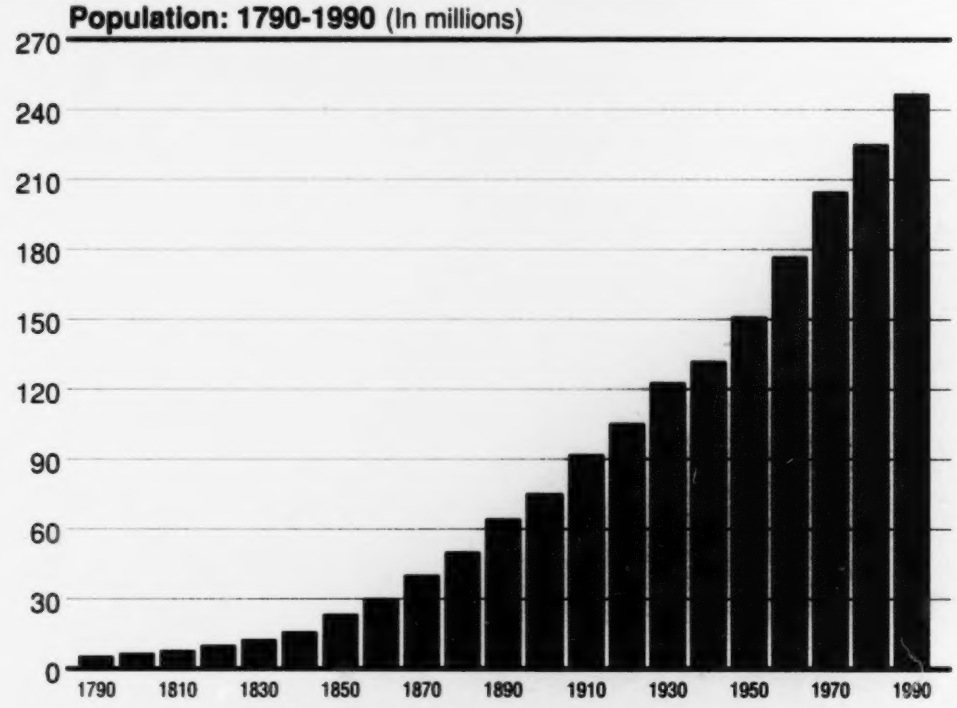
Note: All 1990 data are projections, not census enumeration totals

Official U.S. Postal Service Abbreviations

District of Columbia - **DC**
Alabama - **AL**
Alaska - **AK**
Arizona - **AZ**
Arkansas - **AR**
California - **CA**
Colorado - **CO**
Connecticut - **CT**
Delaware - **DE**
Florida - **FL**
Georgia - **GA**
Hawaii - **HI**
Idaho - **ID**
Illinois - **IL**
Indiana - **IN**
Iowa - **IA**
Kansas - **KS**
Kentucky - **KY**
Louisiana - **LA**
Maine - **ME**
Maryland - **MD**
Massachusetts - **MA**
Michigan - **MI**
Minnesota - **MN**
Mississippi - **MS**
Missouri - **MO**
Montana - **MT**
Nebraska - **NE**
Nevada - **NV**
New Hampshire - **NH**
New Jersey - **NJ**
New Mexico - **NM**
New York - **NY**
North Carolina - **NC**
North Dakota - **ND**
Ohio - **OH**
Oklahoma - **OK**
Oregon - **OR**
Pennsylvania - **PA**
Rhode Island - **RI**
South Carolina - **SC**
South Dakota - **SD**
Tennessee - **TN**
Texas - **TX**
Utah - **UT**
Vermont - **VT**
Virginia - **VA**
Washington - **WA**
West Virginia - **WV**
Wisconsin - **WI**
Wyoming - **WY**

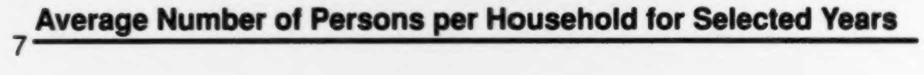
Historical, Recent, and Projected Trends for the United States

Figure 5



Population: 1790-1990 (In millions)

Figure 6



Average Number of Persons per Household for Selected Years

SOURCE: U.S. Bureau of the Census

Note: All 1990 data are projections, not census enumeration totals

Historical, Recent, and Projected Trends for the United States

Figure 7

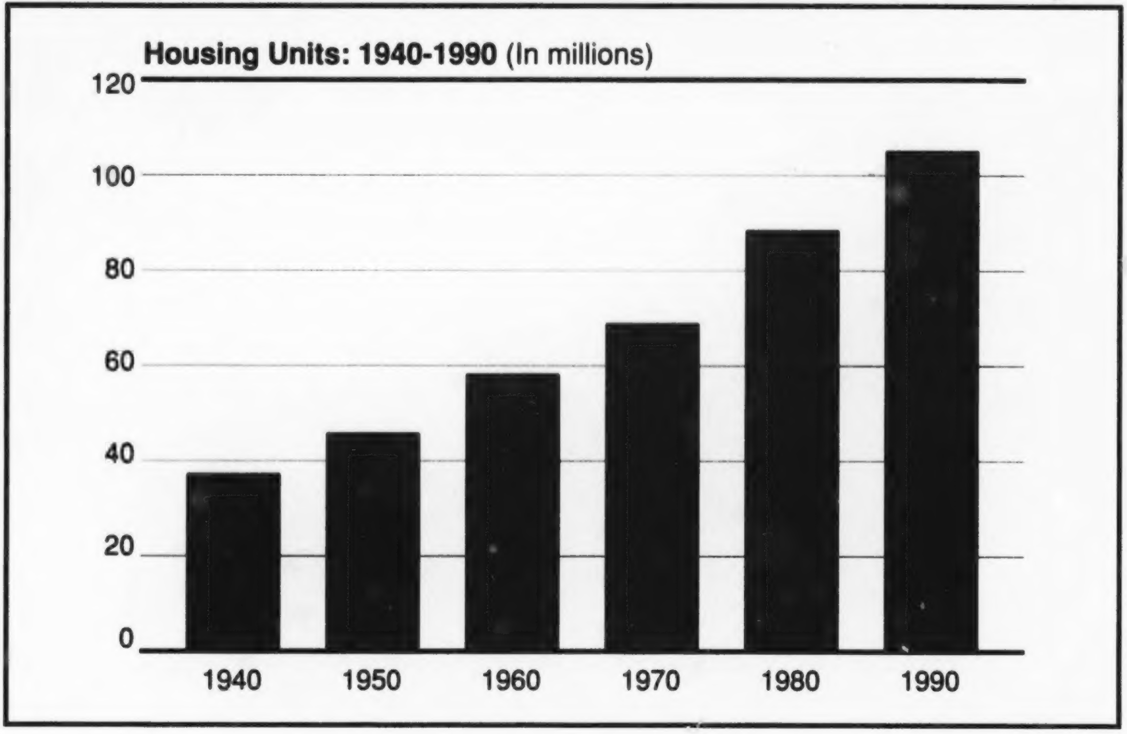
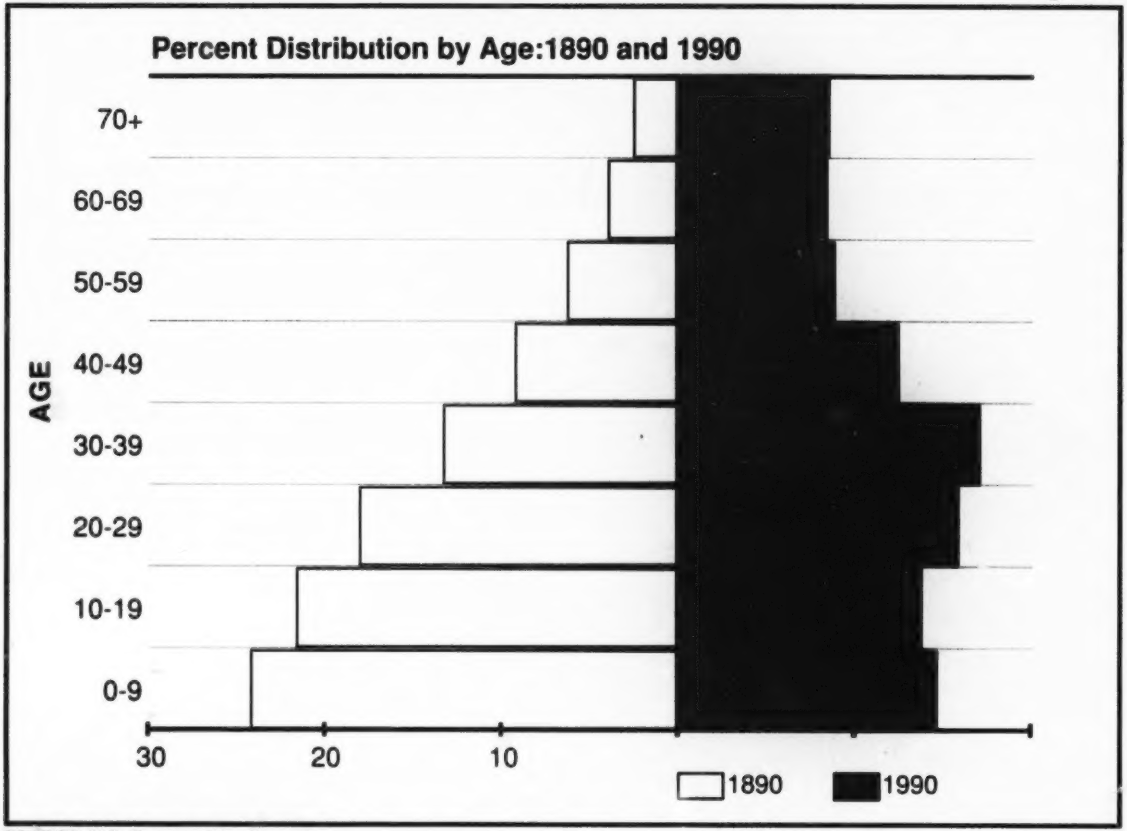


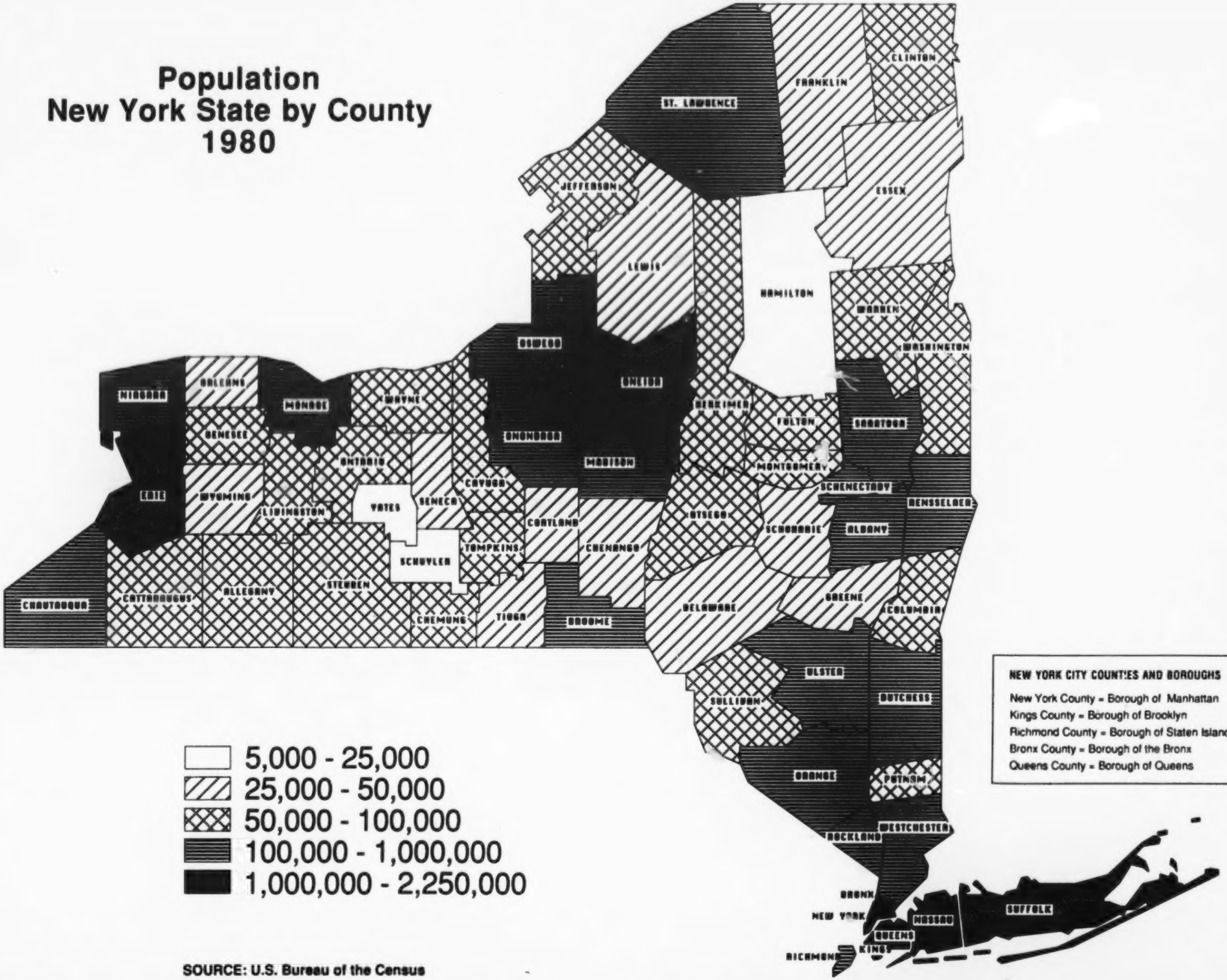
Figure 8



SOURCE: U.S. Bureau of the Census
Note. [illegible] 1990 data are projections, not census enumeration totals

Figure 9

Population
New York State by County
1980

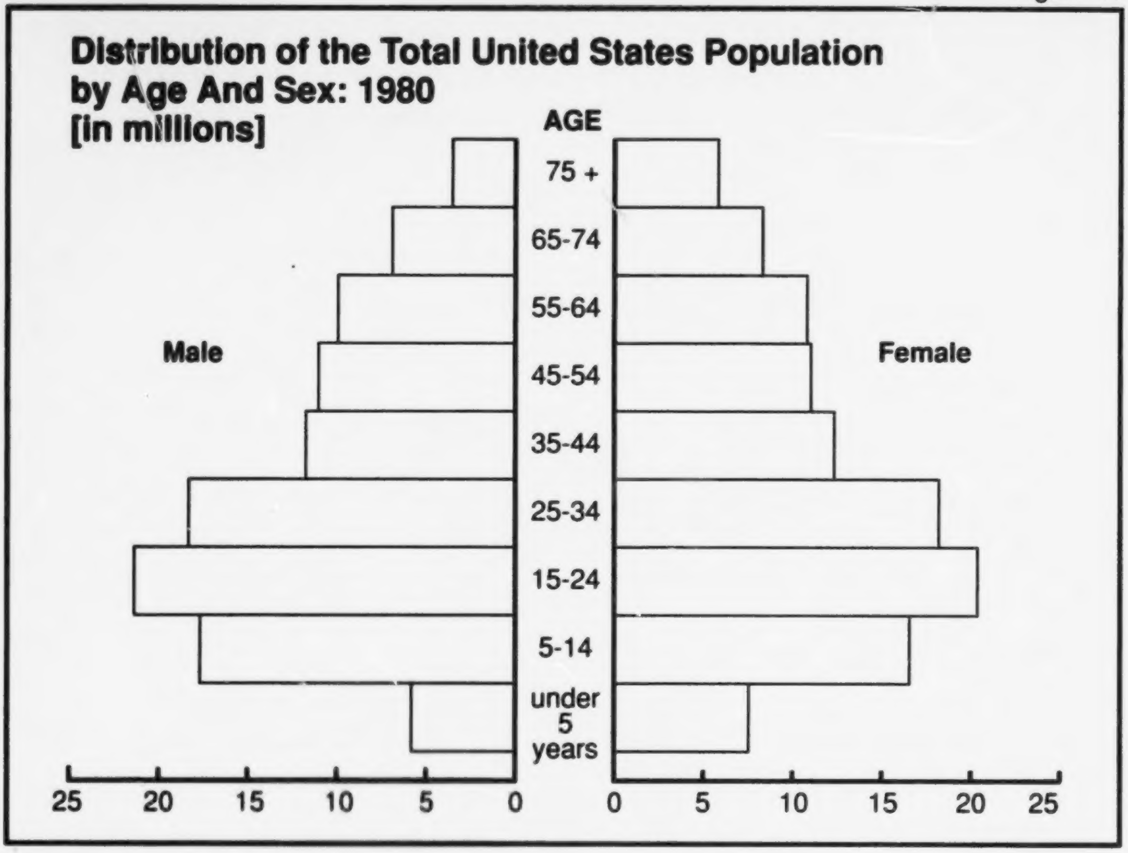

ST. LAWRENCE
FRANKLIN
CLINTON
JEFFERSON
ESSEX
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
NIAGARA
ORLEANS
MONROE
WAYNE
HERKIMER
FULTON
SARATOGA
GENESEE
ONTARIO
ONONDAGA
MADISON
MONTGOMERY
SCHENECTADY
ERIE
WYOMING
LIVINGSTON
YATES
SENECA
CAYUGA
CORTLAND
OTSEGO
SCHOHARIE
ALBANY
RENSSELAER
TOMPKINS
CHENANGO
SCHUYLER
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
CHEMUNG
TIOGA
BROOME
DELAWARE
GREENE
COLUMBIA
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM
ROCKLAND
WESTCHESTER
BRONX
NEW YORK
QUEENS
NASSAU
SUFFOLK
RICHMOND
KINGS
5,000 - 25,000
25,000 - 50,000
50,000 - 100,000
100,000 - 1,000,000
1,000,000 - 2,250,000

NEW YORK CITY COUNTIES AND BOROUGHS

New York County = Borough of Manhattan
Kings County = Borough of Brooklyn
Richmond County = Borough of Staten Island
Bronx County = Borough of the Bronx
Queens County = Borough of Queens

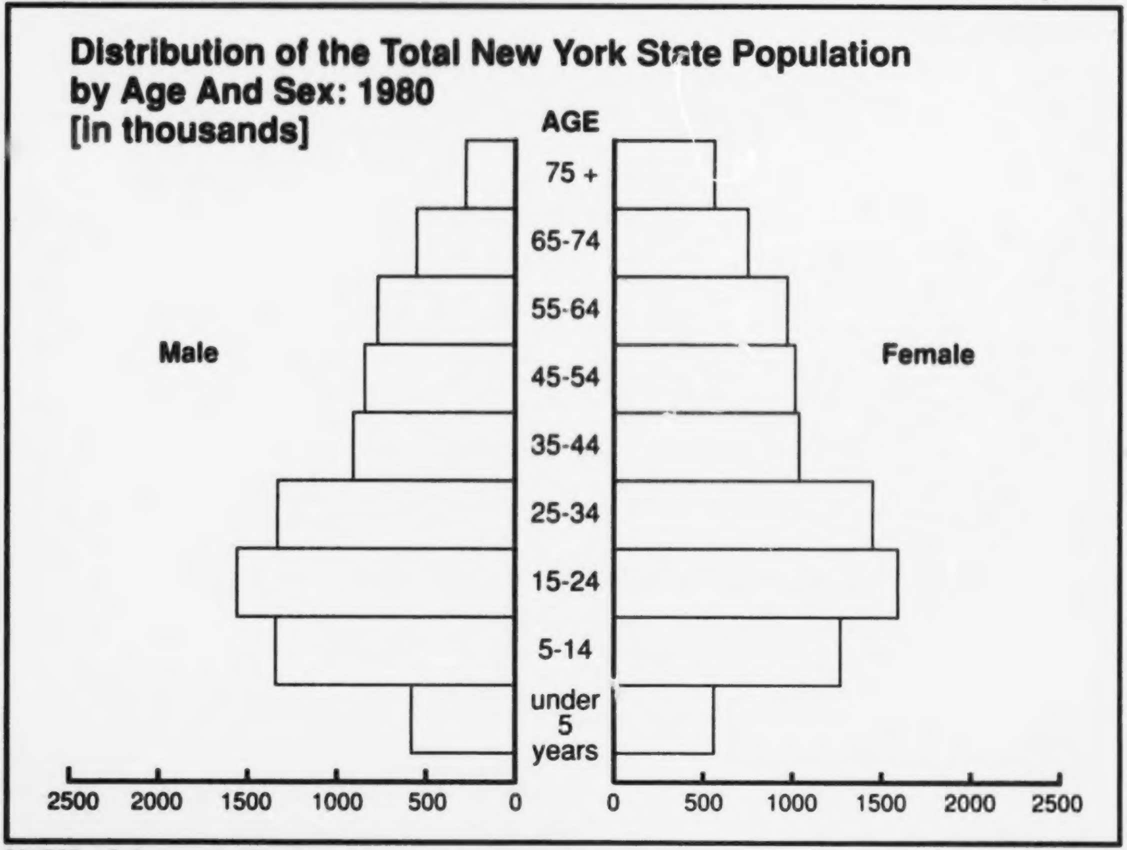
SOURCE: U.S. Bureau of the Census

Figure 10



Distribution of the Total United States Population by Age And Sex: 1980 [in millions]

Figure 11



Distribution of the Total New York State Population by Age And Sex: 1980 [in thousands]

SOURCE: U.S. Bureau of the Census

Figure 12

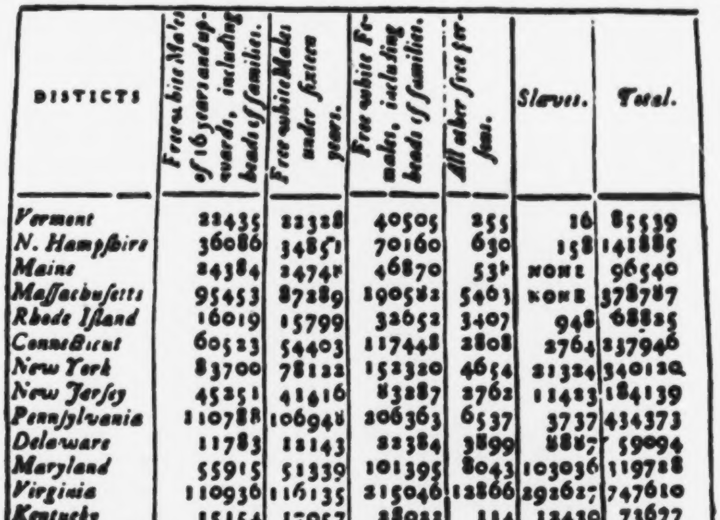
1980 Census Data Sampling	United States	New York State	New York City
Total population	226,545,805	17,558,165	7,071,639
Percent of change, 1970-1980	+11.4%	-3.7%	-10.4%
Race(percentage of Total)			
White	83.4%	79.9%	61.5%
Black	11.7%	13.7%	25.3%
American Indian, Eskimo, Aleut	.7%	.3%	.2%
Asian, Pacific Islander	1.5%	1.9%	3.5%
Other	2.7%	4.2%	9.6%
Hispanic Ethnicity (also counted under race)	6.5%	9.5%	19.9%

SOURCE: U.S. Bureau of the Census

Figure 13

THE FIRST CENSUS OF THE UNITED STATES

1790



DISTICTS	Free white Males of 16 years and upwards, including heads of families.	Free white Males under ſixteen years.	Free white Females, including heads of families.	All other free perſons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampſhire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	538	NONE	96540
Maſſachuſetts	95453	87289	190582	5463	NONE	378787
Rhode Iſland	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jerſey	45251	41416	83287	2762	11423	184139
Pennſylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
N. Carolina	69988	77506	140710	4975	100572	393751
S. Carolina	35576	37722	66880	1801	107094	249073
Georgia	13103	14044	25739	398	29264	82548
	807094	791850	1541263	59150	694280	3893635

Total number of Inhabitants of the United States excluſive of S. Weſtern and N. Territory.	Free white Males of 21 years and upwards.	Free Males under 21 years of age.	Free white Females.	All other Perſons.	Slaves.	Total
S. W. territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—

Published: Philadelphia, 1793 *Summary page from the 1790 Census*

Appendix C

STUDENTS WITH DISABILITIES

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s), "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special education needs." In addition, districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

A recent decision of the Commissioner of Education (27 Ed. Dept. Rep. 11982, pp 378-382) states that a student with handicapping conditions under age 18 can be enrolled in an alternative high school equivalency preparation program and still receive special education services as appropriate to meet the individual education needs of that student. Therefore, since PL94-142 guarantees a free appropriate public education program for students with handicapping conditions until age 21, this decision may also affect the provision of such services to students with handicapping conditions under age 21 participating in alternative high school equivalency preparation programs.

The majority of students with disabilities have the intellectual potential to master the requirements for a high school diploma or an equivalency diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. However, students with handicapping conditions may attend high school equivalency preparation programs with related services provided. Such students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that these students receive instruction in the same content areas as their nonhandicapped peers to enable them to receive the same informational base that would be required for proficiency on statewide testing programs and diploma or equivalency diploma requirements.

Teachers certified to provide instruction in high school equivalency preparation programs should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma or equivalency diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education, or a student's IEP.

INSTRUCTIONAL MODIFICATIONS

The following include some general strategies for modifying instructional techniques and materials for use in the classroom:

1. Encourage students with handicapping conditions to maintain a class notebook containing information presented during class, field trips, or other activities. Periodically inspect the notebook for organization and sequencing of key points covered during the course.
2. Provide students with prepared outlines, forms, vocabulary lists, and definitions in advance, in order to foster greater familiarity with concepts and terminology.
3. Assign a partner to a student for the duration of a course as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.
4. Check periodically to determine student understanding of lectures, discussions, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or to work with a partner to promote understanding.
5. Tape lectures by the teacher or guests that contain substantial new vocabulary for further review by the student. A summary of key points would be helpful.

6. Allow students to tape record key information lectures to use in conjunction with written notes for studying course materials.
7. Some students who have difficulty with visual perception or spatial relationships may not be able to complete standard forms. Enlarged print copies would be helpful for completion of some assignments.
8. Some students will understand basic mathematical concepts but will have difficulty with calculations. Provide such students with calculators, tables, and/or pocket charts when doing manual calculations.
9. Instruct students to practice a task beyond initial mastery. Improvement in learning, retention, and transfer will be facilitated by overlearning.
10. When assigning long-term projects or reports, provide a timeline with benchmarks as indicators for completion of major project or report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project or report.
11. Prior to having guest speakers or taking trips, it may be helpful to structure the situation. Use a checklist or a set of questions generated by the class to help students focus on relevant information. Accessibility for students with disabilities should be considered when field trips are arranged.
12. Use focused activities before and after films, filmstrips, or videotapes to utilize these media fully. For example, use statements such as "While you are watching this film, pay particular attention to..." or "List all the ..." or "We will be discussing this film after we view it so you should list any questions, issues, or topics you would like to discuss." Also, stop a film at critical places to reinforce, expand, and/or highlight a concept.
13. When using crossword puzzles and/or other word games for review, provide students with a resource word list from which to choose answers. Braile or large print editions can be provided for visually impaired students.
14. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program (IEP). Teaching staff must work in close cooperation so that the testing modifications can be used consistently throughout the student's program on all examinations and tests given to the student.
15. When discussing career options, include career possibilities for individuals with disabilities. Have students interview employees with disabilities to learn about job accessibility.

Alternative Testing Techniques

Another consideration in assisting students with disabilities to meet the requirement of equivalency preparation programs is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with disabilities equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a disability.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program**. Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with disabilities to meet the requirements needed to pursue a high school or equivalency diploma. The integrated preparation programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school or equivalency diplomas more effectively. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in achieving their individual goals.

Additional information on alternative testing modifications is available in the manual, *Alternative*

Techniques for Students with Handicapping Conditions, which can be obtained from:

New York State Education Department
Office for Education of Children with
Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries, and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This curriculum, by design and inference, includes information regarding persons with disabilities. Teachers are encouraged to include other examples as may be appropriate to their classroom or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.

Appendix D

Sample Census Forms and Instructions

Comprehensive 1990 Census Vocabulary List

Page 1

The 1990 census must count every person at his or her "usual residence." This means the place where the person lives and sleeps most of the time.

1a. List on the numbered lines below the name of each person living here on Sunday, April 1, including all persons staying here who have no other home. If EVERYONE at this address is staying here temporarily and usually lives somewhere else, follow the instructions given in question 1b below.

Include	Do NOT include
• Everyone who usually lives here such as family members, housemates and roommates, foster children, roomers, boarders, and live-in employees	• Persons who usually live somewhere else
• Persons who are temporarily away on a business trip, on vacation, or in a general hospital	• Persons who are away in an institution such as a prison, mental hospital, or a nursing home
• College students who stay here while attending college	• College students who live somewhere else while attending college
• Persons in the Armed Forces who live here	• Persons in the Armed Forces who live somewhere else
• Newborn babies still in the hospital	
• Children in boarding schools below the college level	
• Persons who stay here most of the week while working even if they have a home somewhere else	• Persons who stay somewhere else most of the week while working
• Persons with no other home who are staying here on April 1	

Print last name, first name, and middle initial for each person. Begin on line 1 with the household member (or one of the household members) in whose name this house or apartment is owned, being bought, or rented. If there is no such person, start on line 1 with any adult household member.

LAST	FIRST	INITIAL	LAST	FIRST	INITIAL
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		

1b. If EVERYONE is staying here only temporarily and usually lives somewhere else, list the name of each person on the numbered lines above, fill this circle ⟶ ○ and print their usual address below. DO NOT PRINT THE ADDRESS LISTED ON THE FRONT COVER.

House number Street or road/Rural route and box number Apartment number

City State ZIP Code

County or foreign country Names of nearest intersecting streets or roads

NOW PLEASE OPEN THE FLAP TO PAGE 2 AND ANSWER ALL QUESTIONS FOR THE FIRST 7 PEOPLE LISTED. USE A BLACK LEAD PENCIL ONLY.

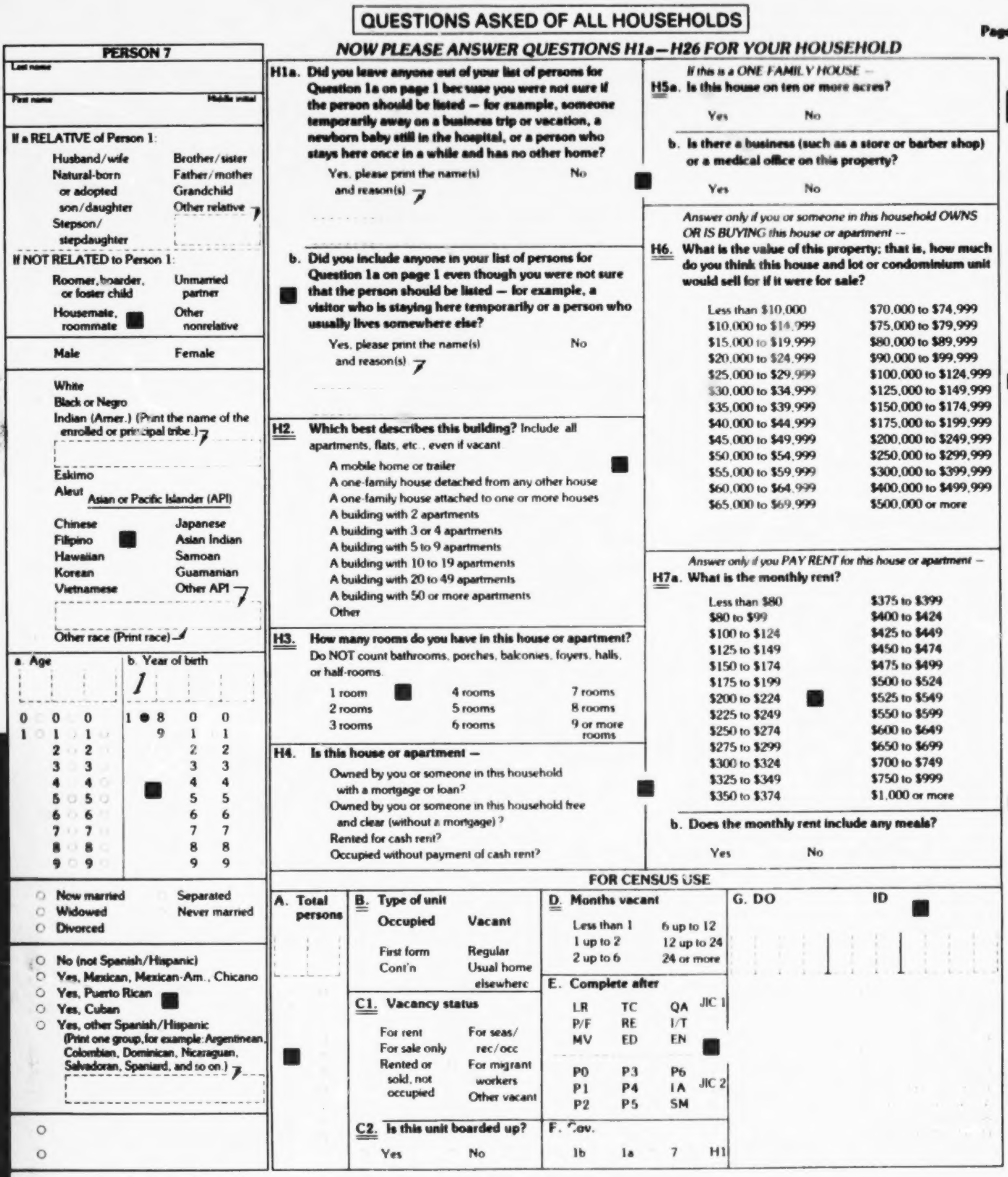
QUESTIONS ASKED OF ALL PERSONS

Page 2

____ __ ____

PLEASE ALSO ANSWER HOUSING QUESTIONS

	PERSON 1		PERSON 2	
Please fill one column ➡ for each person listed in Question 1a on page 1.	Last name First name Middle initial		Last name First name Middle initial	
2. How is this person related to PERSON 1? Fill ONE circle for each person. If **Other relative** of person in column 1, fill circle and print exact relationship, such as mother-in-law, grandparent, son-in-law, niece, cousin, and so on.	START in this column with the household member (or one of the members) in whose name the home is owned, being bought, or rented. If there is no such person, start in this column with any adult household member.		If a RELATIVE of Person 1: ○ Husband/wife ○ Natural-born or adopted son/daughter ○ Stepson/ stepdaughter ○ Brother/sister ○ Father/mother ○ Grandchild ○ Other relative If NOT RELATED to Person 1: ○ Roomer, boarder, or foster child ○ Housemate, roommate ○ Unmarried partner ○ Other nonrelative	
3. Sex Fill ONE circle for each person.	○ Male ○ Female		○ Male ○ Female	
4. Race Fill ONE circle for the race that the person considers himself/herself to be. If **Indian (Amer.)**, print the name of the enrolled or principal tribe. → If **Other Asian or Pacific Islander (API)**, print one group, for example: Hmong, Fijian, Laotian, Thai, Tongan, Pakistani, Cambodian, and so on. → If **Other race**, print race. →	○ White ○ Black or Negro ○ Indian (Amer.) (Print the name of the enrolled or principal tribe.) ○ Eskimo ○ Aleut Asian or Pacific Islander (API) ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Other race (Print race)		○ White ○ Black or Negro ○ Indian (Amer.) (Print the name of the enrolled or principal tribe.) ○ Eskimo ○ Aleut Asian or Pacific Islander (API) ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Other race (Print race)	
5. Age and year of birth a. Print each person's age at last birthday. Fill in the matching circle below each box. b. Print each person's year of birth and fill the matching circle below each box.	a. Age 0 ○ 0 ○ 0 ○ 1 ○ 1 ○ 1 ○ 2 ○ 2 ○ 3 ○ 3 ○ 4 ○ 4 ○ 5 ○ 5 ○ 6 ○ 6 ○ 7 ○ 7 ○ 8 ○ 8 ○ 9 ○ 9 ○	b. Year of birth 1 1 ● 8 ○ 0 ○ 0 ○ 9 ○ 1 ○ 1 ○ 2 ○ 2 ○ 3 ○ 3 ○ 4 ○ 4 ○ 5 ○ 5 ○ 6 ○ 6 ○ 7 ○ 7 ○ 8 ○ 8 ○ 9 ○ 9 ○	a. Age 0 ○ 0 ○ 0 ○ 1 ○ 1 ○ 1 ○ 2 ○ 2 ○ 3 ○ 3 ○ 4 ○ 4 ○ 5 ○ 5 ○ 6 ○ 6 ○ 7 ○ 7 ○ 8 ○ 8 ○ 9 ○ 9 ○	b. Year of birth 1 1 ● 8 ○ 0 ○ 0 ○ 9 ○ 1 ○ 1 ○ 2 ○ 2 ○ 3 ○ 3 ○ 4 ○ 4 ○ 5 ○ 5 ○ 6 ○ 6 ○ 7 ○ 7 ○ 8 ○ 8 ○ 9 ○ 9 ○
6. Marital status Fill ONE circle for each person.	○ Now married ○ Widowed ○ Divorced ○ Separated ○ Never married		○ Now married ○ Widowed ○ Divorced ○ Separated ○ Never married	
7. Is this person of Spanish/Hispanic origin? Fill ONE circle for each person. If **Yes, other Spanish/Hispanic**, print one group. →	○ No (not Spanish/Hispanic) ○ Yes, Mexican, Mexican-Am., Chicano ○ Yes, Puerto Rican ○ Yes, Cuban ○ Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)		○ No (not Spanish/Hispanic) ○ Yes, Mexican, Mexican-Am., Chicano ○ Yes, Puerto Rican ○ Yes, Cuban ○ Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)	
FOR CENSUS USE ➡	○ ○		○ ○	



QUESTIONS ASKED OF ALL HOUSEHOLDS

Page 3

NOW PLEASE ANSWER QUESTIONS H1a—H26 FOR YOUR HOUSEHOLD

PERSON 7

Last name

First name — Middle initial

If a RELATIVE of Person 1:

Husband/wife	Brother/sister
Natural-born or adopted son/daughter	Father/mother
Stepson/stepdaughter	Grandchild
	Other relative

If NOT RELATED to Person 1:

Roomer, boarder, or foster child	Unmarried partner
Housemate, roommate	Other nonrelative

Male — Female

White
Black or Negro
Indian (Amer.) (Print the name of the enrolled or principal tribe.)
Eskimo
Aleut

Asian or Pacific Islander (API)

Chinese	Japanese
Filipino	Asian Indian
Hawaiian	Samoan
Korean	Guamanian
Vietnamese	Other API

Other race (Print race)

a. Age			b. Year of birth			
			1			
0 ○	0 ○	0	1 ●	8	0	0
1 ○	1 ○	1 ○		9	1	1
	2 ○	2 ○			2	2
	3 ○	3 ○			3	3
	4 ○	4 ○			4	4
	5 ○	5 ○			5	5
	6 ○	6 ○			6	6
	7 ○	7 ○			7	7
	8 ○	8 ○			8	8
	9 ○	9 ○			9	9

○ Now married — Separated
○ Widowed — Never married
○ Divorced

○ No (not Spanish/Hispanic)
○ Yes, Mexican, Mexican-Am., Chicano
○ Yes, Puerto Rican
○ Yes, Cuban
○ Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

○
○

H1a. Did you leave anyone out of your list of persons for Question 1a on page 1 because you were not sure if the person should be listed — for example, someone temporarily away on a business trip or vacation, a newborn baby still in the hospital, or a person who stays here once in a while and has no other home?

Yes, please print the name(s) and reason(s) — No

b. Did you include anyone in your list of persons for Question 1a on page 1 even though you were not sure that the person should be listed — for example, a visitor who is staying here temporarily or a person who usually lives somewhere else?

Yes, please print the name(s) and reason(s) — No

H2. Which best describes this building? Include all apartments, flats, etc., even if vacant.

A mobile home or trailer
A one-family house detached from any other house
A one-family house attached to one or more houses
A building with 2 apartments
A building with 3 or 4 apartments
A building with 5 to 9 apartments
A building with 10 to 19 apartments
A building with 20 to 49 apartments
A building with 50 or more apartments
Other

H3. How many rooms do you have in this house or apartment? Do NOT count bathrooms, porches, balconies, foyers, halls, or half-rooms.

1 room	4 rooms	7 rooms
2 rooms	5 rooms	8 rooms
3 rooms	6 rooms	9 or more rooms

H4. Is this house or apartment —

Owned by you or someone in this household with a mortgage or loan?
Owned by you or someone in this household free and clear (without a mortgage)?
Rented for cash rent?
Occupied without payment of cash rent?

If this is a ONE FAMILY HOUSE —

H5a. Is this house on ten or more acres?

Yes — No

b. Is there a business (such as a store or barber shop) or a medical office on this property?

Yes — No

Answer only if you or someone in this household OWNS OR IS BUYING this house or apartment —

H6. What is the value of this property; that is, how much do you think this house and lot or condominium unit would sell for if it were for sale?

Less than $10,000	$70,000 to $74,999
$10,000 to $14,999	$75,000 to $79,999
$15,000 to $19,999	$80,000 to $89,999
$20,000 to $24,999	$90,000 to $99,999
$25,000 to $29,999	$100,000 to $124,999
$30,000 to $34,999	$125,000 to $149,999
$35,000 to $39,999	$150,000 to $174,999
$40,000 to $44,999	$175,000 to $199,999
$45,000 to $49,999	$200,000 to $249,999
$50,000 to $54,999	$250,000 to $299,999
$55,000 to $59,999	$300,000 to $399,999
$60,000 to $64,999	$400,000 to $499,999
$65,000 to $69,999	$500,000 or more

Answer only if you PAY RENT for this house or apartment —

H7a. What is the monthly rent?

Less than $80	$375 to $399
$80 to $99	$400 to $424
$100 to $124	$425 to $449
$125 to $149	$450 to $474
$150 to $174	$475 to $499
$175 to $199	$500 to $524
$200 to $224	$525 to $549
$225 to $249	$550 to $599
$250 to $274	$600 to $649
$275 to $299	$650 to $699
$300 to $324	$700 to $749
$325 to $349	$750 to $999
$350 to $374	$1,000 or more

b. Does the monthly rent include any meals?

Yes — No

FOR CENSUS USE

A. Total persons

B. Type of unit

Occupied	**Vacant**
First form	Regular
Cont'n	Usual home elsewhere

C1. Vacancy status

For rent	For seas/rec/occ
For sale only	For migrant workers
Rented or sold, not occupied	Other vacant

C2. Is this unit boarded up?

Yes — No

D. Months vacant

Less than 1	6 up to 12
1 up to 2	12 up to 24
2 up to 6	24 or more

E. Complete after

LR	TC	QA	JIC 1
P/F	RE	I/T	
MV	ED	EN	
P0	P3	P6	
P1	P4	IA	JIC 2
P2	P5	SM	

F. Cov.

1b — 1a — 7 — H1

G. DO — **ID**

49

Page 4

QUESTIONS ASKED OF A SAMPLE OF HOUSEHOLDS

H8. When did the person listed in column 1 on page 2 move into this house or apartment?

- ○ 1989 or 1990
- ○ 1985 to 1988
- ○ 1980 to 1984
- ○ 1970 to 1979
- ○ 1960 to 1969
- ○ 1959 or earlier

H9. How many bedrooms do you have; that is, how many bedrooms would you list if this house or apartment were on the market for sale or rent?

- ○ No bedroom
- ○ 1 bedroom
- ○ 2 bedrooms
- ○ 3 bedrooms
- ○ 4 bedrooms
- ○ 5 or more bedrooms

H10. Do you have COMPLETE plumbing facilities in this house or apartment; that is, 1) hot and cold piped water, 2) a flush toilet, and 3) a bathtub or shower?

- ○ Yes, have all three facilities
- ○ No

H11. Do you have COMPLETE kitchen facilities; that is, 1) a sink with piped water, 2) a range or cookstove, and 3) a refrigerator?

- ○ Yes
- ○ No

H12. Do you have a telephone in this house or apartment?

- ○ Yes
- ○ No

H13. How [illegible] automobiles, vans, and trucks of one-ton capacity or less are kept at home for use by members of your household?

- ○ None
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7 or more

H14. Which FUEL is used MOST for heating this house or apartment?

- ○ Gas: from underground pipes serving the neighborhood
- ○ Gas: bottled, tank, or LP
- ○ Electricity
- ○ Fuel oil, kerosene, etc.
- ○ Coal or coke
- ○ Wood
- ○ Solar energy
- ○ Other fuel
- ○ No fuel used

H15. Do you get water from —

- ○ A public system such as a city water department, or private company?
- ○ An individual drilled well?
- ○ An individual dug well?
- ○ Some other source such as a spring, creek, river, cistern, etc.?

H16. Is this building connected to a public sewer?

- ○ Yes, connected to public sewer
- ○ No, connected to septic tank or cesspool
- ○ No, use other means

H17. About when was this building first built?

- ○ 1989 or 1990
- ○ 1985 to 1988
- ○ 1980 to 1984
- ○ 1970 to 1979
- ○ 1960 to 1969
- ○ 1950 to 1959
- ○ 1940 to 1949
- ○ 1939 or earlier
- ○ Don't know

H18. Is this house or apartment part of a condominium?

- ○ Yes
- ○ No

If you live in an apartment building, skip to H20.

H19a. Is this house on less than 1 acre?

- ○ Yes — *Skip to H20*
- ○ No

b. In 1989, what were the actual sales of all agricultural products from this property?

- ○ None
- ○ $1 to $999
- ○ $1,000 to $2,499
- ○ $2,500 to $4,999
- ○ $5,000 to $9,999
- ○ $10,000 or more

PLEASE ALSO ANSWER THESE

H20. What are the yearly costs of utilities and fuels for this house or apartment?
If you have lived here less than 1 year, estimate the yearly cost.

a. Electricity

$ ______ .00
Yearly cost — Dollars

OR

- ○ Included in rent or in condominium fee
- ○ No charge or electricity not used

b. Gas

$ ______ .00
Yearly cost — Dollars

OR

- ○ Included in rent or in condominium fee
- ○ No charge or gas not used

9 8 7 6 5 4 3 2 ● 0

c. Water

$ ______ .00
Yearly cost — Dollars

OR

- ○ Included in rent or in condominium fee
- ○ No charge

9 8 7 6 5 ● 3 2 1 0

d. Oil, coal, kerosene, wood, etc.

$ ______ .00
Yearly cost — Dollars

OR

- ○ Included in rent or in condominium fee
- ○ No charge or these fuels not used

The sample questionnaire contains housing questions H8 to H26 shown here on pages 4 and 5.

INSTRUCTION:

Answer questions H21 TO H26, if this is a one-family house, a condominium, or a mobile home that someone in this household OWNS OR IS BUYING; otherwise, go to page 6.

H21. What were the real estate taxes on THIS property last year?

$ ______ .00
Yearly amount — Dollars

OR

○ None

H22. What was the annual payment for fire, hazard, and flood insurance on THIS property?

$ ______ .00
Yearly amount — Dollars

OR

None

H23a. Do you have a mortgage, deed of trust, contract to purchase, or similar debt on THIS property?

○ Yes, mortgage, deed of trust, or similar debt } *Go to H23b*
○ Yes, contract to purchase } *Go to H23b*
○ No — *Skip to H24a*

b. How much is your regular monthly mortgage payment on THIS property? Include payment only on first mortgage or contract to purchase.

$ ______ .00
Monthly amount — Dollars

OR

○ No regular payment required — *Skip to H24a*

c. Does your regular monthly mortgage payment include payments for real estate taxes on THIS property?

Yes, taxes included in payment
No, taxes paid separately or taxes not required

d. Does your regular monthly mortgage payment include payments for fire, hazard, or flood insurance on THIS property?

Yes, insurance included in payment
No, insurance paid separately or no insurance

H24a. Do you have a second or junior mortgage or a home equity loan on THIS property?

○ Yes
○ No — *Skip to H25*

b. How much is your regular monthly payment on all second or junior mortgages and all home equity loans?

$ ______ .00
Monthly amount — Dollars

OR

○ No regular payment required

Answer ONLY if this is a CONDOMINIUM —

H25. What is the monthly condominium fee?

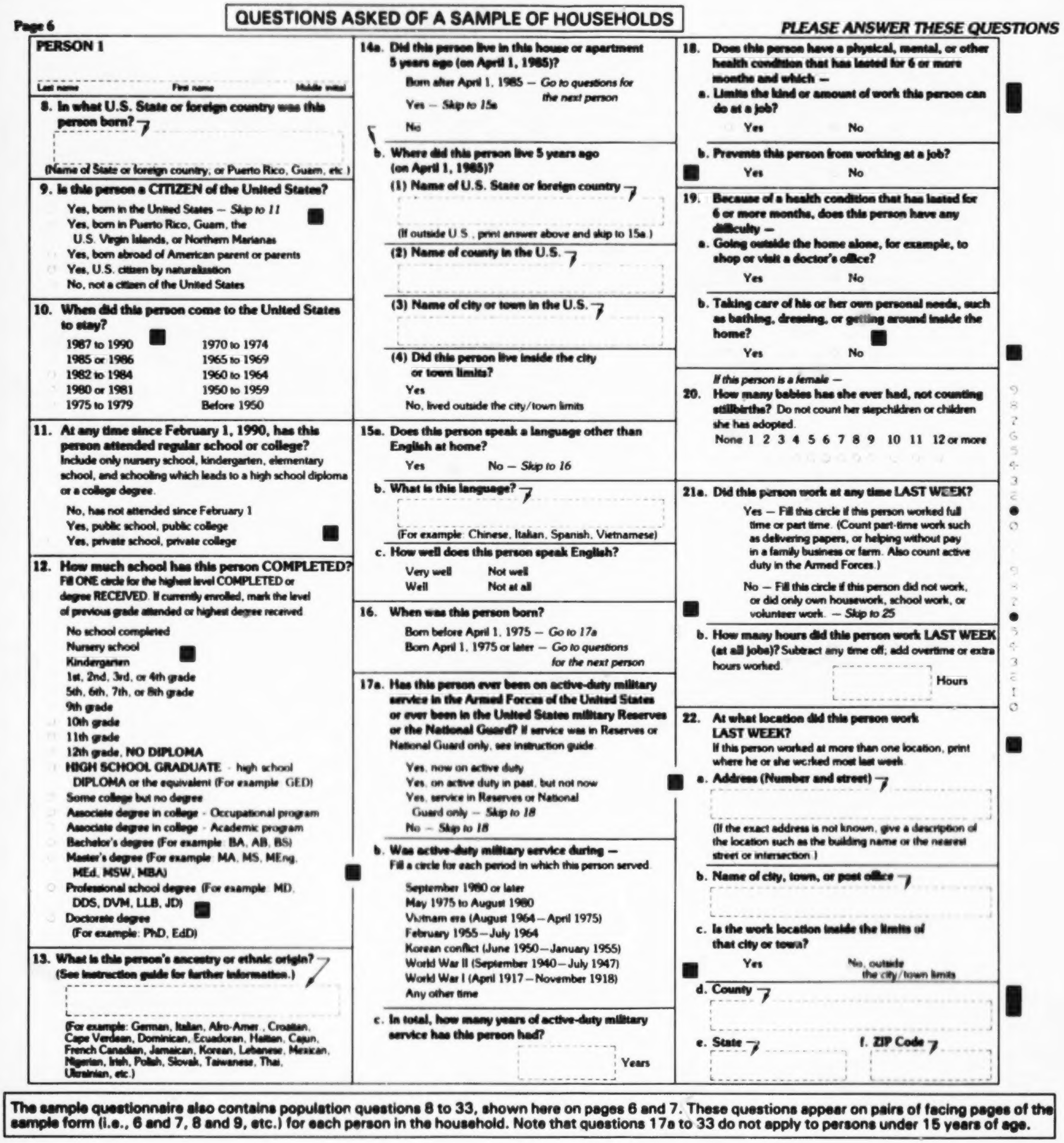
$ ______ .00
Monthly amount — Dollars

Answer ONLY if this is a MOBILE HOME —

H26. What was the total cost for personal property taxes, site rent, registration fees, and license fees on this mobile home and its site last year? Exclude real estate taxes.

$ ______ .00
Yearly amount — Dollars

Please turn to page 6.



Page 6

QUESTIONS ASKED OF A SAMPLE OF HOUSEHOLDS

PLEASE ANSWER THESE QUESTIONS

PERSON 1

Last name First name Middle initial

8. In what U.S. State or foreign country was this person born?

(Name of State or foreign country, or Puerto Rico, Guam, etc.)

9. Is this person a CITIZEN of the United States?

- ○ Yes, born in the United States — *Skip to 11*
- ○ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- ○ Yes, born abroad of American parent or parents
- ○ Yes, U.S. citizen by naturalization
- ○ No, not a citizen of the United States

10. When did this person come to the United States to stay?

○ 1987 to 1990	○ 1970 to 1974
○ 1985 or 1986	○ 1965 to 1969
○ 1982 to 1984	○ 1960 to 1964
○ 1980 or 1981	○ 1950 to 1959
○ 1975 to 1979	○ Before 1950

11. At any time since February 1, 1990, has this person attended regular school or college? Include only nursery school, kindergarten, elementary school, and schooling which leads to a high school diploma or a college degree.

- ○ No, has not attended since February 1
- ○ Yes, public school, public college
- ○ Yes, private school, private college

12. How much school has this person COMPLETED? Fill ONE circle for the highest level COMPLETED or degree RECEIVED. If currently enrolled, mark the level of previous grade attended or highest degree received.

- ○ No school completed
- ○ Nursery school
- ○ Kindergarten
- ○ 1st, 2nd, 3rd, or 4th grade
- ○ 5th, 6th, 7th, or 8th grade
- ○ 9th grade
- ○ 10th grade
- ○ 11th grade
- ○ 12th grade, NO DIPLOMA
- ○ HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent (For example: GED)
- ○ Some college but no degree
- ○ Associate degree in college - Occupational program
- ○ Associate degree in college - Academic program
- ○ Bachelor's degree (For example: BA, AB, BS)
- ○ Master's degree (For example: MA, MS, MEng, MEd, MSW, MBA)
- ○ Professional school degree (For example: MD, DDS, DVM, LLB, JD)
- ○ Doctorate degree (For example: PhD, EdD)

13. What is this person's ancestry or ethnic origin? (See instruction guide for further information.)

(For example: German, Italian, Afro-Amer., Croatian, Cape Verdean, Dominican, Ecuadoran, Haitian, Cajun, French Canadian, Jamaican, Korean, Lebanese, Mexican, Nigerian, Irish, Polish, Slovak, Taiwanese, Thai, Ukrainian, etc.)

14a. Did this person live in this house or apartment 5 years ago (on April 1, 1985)?

- ○ Born after April 1, 1985 — *Go to questions for the next person*
- ○ Yes — *Skip to 15a*
- ○ No

b. Where did this person live 5 years ago (on April 1, 1985)?

(1) Name of U.S. State or foreign country

(If outside U.S., print answer above and skip to 15a.)

(2) Name of county in the U.S.

(3) Name of city or town in the U.S.

(4) Did this person live inside the city or town limits?

- ○ Yes
- ○ No, lived outside the city/town limits

15a. Does this person speak a language other than English at home?

○ Yes ○ No — *Skip to 16*

b. What is this language?

(For example: Chinese, Italian, Spanish, Vietnamese)

c. How well does this person speak English?

○ Very well	○ Not well
○ Well	○ Not at all

16. When was this person born?

- ○ Born before April 1, 1975 — *Go to 17a*
- ○ Born April 1, 1975 or later — *Go to questions for the next person*

17a. Has this person ever been on active-duty military service in the Armed Forces of the United States or ever been in the United States military Reserves or the National Guard? If service was in Reserves or National Guard only, see instruction guide.

- ○ Yes, now on active duty
- ○ Yes, on active duty in past, but not now
- ○ Yes, service in Reserves or National Guard only — *Skip to 18*
- ○ No — *Skip to 18*

b. Was active-duty military service during — Fill a circle for each period in which this person served.

- ○ September 1980 or later
- ○ May 1975 to August 1980
- ○ Vietnam era (August 1964—April 1975)
- ○ February 1955—July 1964
- ○ Korean conflict (June 1950—January 1955)
- ○ World War II (September 1940—July 1947)
- ○ World War I (April 1917—November 1918)
- ○ Any other time

c. In total, how many years of active-duty military service has this person had?

Years

18. Does this person have a physical, mental, or other health condition that has lasted for 6 or more months and which —

a. Limits the kind or amount of work this person can do at a job?

○ Yes ○ No

b. Prevents this person from working at a job?

○ Yes ○ No

19. Because of a health condition that has lasted for 6 or more months, does this person have any difficulty —

a. Going outside the home alone, for example, to shop or visit a doctor's office?

○ Yes ○ No

b. Taking care of his or her own personal needs, such as bathing, dressing, or getting around inside the home?

○ Yes ○ No

If this person is a female —

20. How many babies has she ever had, not counting stillbirths? Do not count her stepchildren or children she has adopted.

None	1	2	3	4	5	6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○	○	○	○	○	○	○

21a. Did this person work at any time LAST WEEK?

- ○ Yes — Fill this circle if this person worked full time or part time. (Count part-time work such as delivering papers, or helping without pay in a family business or farm. Also count active duty in the Armed Forces.)
- ○ No — Fill this circle if this person did not work, or did only own housework, school work, or volunteer work. — *Skip to 25*

b. How many hours did this person work LAST WEEK (at all jobs)? Subtract any time off; add overtime or extra hours worked.

Hours

9 8 7 6 5 4 3 2 ● 0

9 8 7 ● 5 4 3 2 1 0

22. At what location did this person work LAST WEEK?
If this person worked at more than one location, print where he or she worked most last week.

a. Address (Number and street)

(If the exact address is not known, give a description of the location such as the building name or the nearest street or intersection.)

b. Name of city, town, or post office

c. Is the work location inside the limits of that city or town?

○ Yes ○ No, outside the city/town limits

d. County

e. State **f. ZIP Code**

The sample questionnaire also contains population questions 8 to 33, shown here on pages 6 and 7. These questions appear on pairs of facing pages of the sample form (i.e., 6 and 7, 8 and 9, etc.) for each person in the household. Note that questions 17a to 33 do not apply to persons under 15 years of age.

FOR PERSON 1 ON PAGE 2

QUESTIONS ASKED OF A SAMPLE OF HOUSEHOLDS

23a. How did this person usually get to work LAST WEEK? If this person usually used more than one method of transportation during the trip, fill the circle of the one used for most of the distance.

○ Car, truck, or van
○ Bus or trolley bus
○ Streetcar or trolley car
○ Subway or elevated
○ Railroad
○ Ferryboat
○ Taxicab
○ Motorcycle
○ Bicycle
○ Walked
○ Worked at home — *Skip to 28*
○ Other method

If "car, truck, or van" is marked in 23a, go to 23b. Otherwise, skip to 24a.

b. How many people, including this person, usually rode to work in the car, truck, or van LAST WEEK?

○ Drove alone
○ 2 people
○ 3 people
○ 4 people
○ 5 people
○ 6 people
○ 7 to 9 people
○ 10 or more people

24a. What time did this person usually leave home to go to work LAST WEEK?

○ a.m.
○ p.m.

b. How many minutes did it usually take this person to get from home to work LAST WEEK?

Minutes — *Skip to 28*

25. Was this person TEMPORARILY absent or on layoff from a job or business LAST WEEK?

○ Yes, on layoff
○ Yes, on vacation, temporary illness, labor dispute, etc.
○ No

26a. Has this person been looking for work during the last 4 weeks?

○ Yes
○ No — *Skip to 27*

b. Could this person have taken a job LAST WEEK if one had been offered?

○ No, already has a job
○ No, temporarily ill
○ No, other reasons (in school, etc.)
○ Yes, could have taken a job

27. When did this person last work, even for a few days?

○ 1990
○ 1989
○ 1988
○ 1985 to 1987
} *Go to 28*

○ 1980 to 1984
○ 1979 or earlier
○ Never worked
} *Skip to 32*

28-30. CURRENT OR MOST RECENT JOB ACTIVITY. Describe clearly this person's chief job activity or business last week. If this person had more than one job, describe the one at which this person worked the most hours. If this person had no job or business last week, give information for his/her last job or business since 1985.

28. Industry or Employer

a. For whom did this person work? If now on active duty in the Armed Forces, fill this circle → ○ and print the branch of the Armed Forces.

(Name of company, business, or other employer)

b. What kind of business or industry was this? Describe the activity at location where employed.

(For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, retail bakery)

c. Is this mainly — Fill ONE circle

○ Manufacturing
○ Wholesale trade
○ Retail trade
○ Other (agriculture, construction, service, government, etc.)

29. Occupation

a. What kind of work was this person doing?

(For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, cake icer)

b. What were this person's most important activities or duties?

(For example: patient care, directing hiring policies, supervising order clerks, assembling engines, icing cakes)

30. Was this person — Fill ONE circle

○ Employee of a PRIVATE FOR PROFIT company or business or of an individual, for wages, salary, or commissions
○ Employee of a PRIVATE NOT-FOR-PROFIT, tax-exempt, or charitable organization
○ Local GOVERNMENT employee (city, county, etc.)
○ State GOVERNMENT employee
○ Federal GOVERNMENT employee
○ SELF-EMPLOYED in own NOT INCORPORATED business, professional practice, or farm
○ SELF-EMPLOYED in own INCORPORATED business, professional practice, or farm
○ Working WITHOUT PAY in family business or farm

31a. Last year (1989), did this person work, even for a few days, at a paid job or in a business or farm?

○ Yes
○ No — *Skip to 32*

b. How many weeks did this person work in 1989? Count paid vacation, paid sick leave, and military service.

Weeks

c. During the weeks WORKED in 1989, how many hours did this person usually work each week?

Hours

32. INCOME IN 1989 —

Fill the "Yes" circle below for each income source received during 1989. Otherwise, fill the "No" circle. If "Yes," enter the total amount received during 1989.

For income received jointly, see instruction guide.
If exact amount is not known, please give best estimate.

If net income was a loss, write "Loss" above the dollar amount.

a. Wages, salary, commissions, bonuses, or tips from all jobs — Report amount before deductions for taxes, bonds, dues, or other items.

○ Yes → $ .00
○ No
Annual amount — Dollars

b. Self-employment income from own nonfarm business, including proprietorship and partnership — Report NET income after business expenses.

○ Yes → $ .00
○ No
Annual amount — Dollars

c. Farm self-employment income — Report NET income after operating expenses. Include earnings as a tenant farmer or sharecropper.

○ Yes → $ .00
○ No
Annual amount — Dollars

d. Interest, dividends, net rental income or royalty income, or income from estates and trusts — Report even small amounts credited to an account.

○ Yes → $ .00
○ No
Annual amount — Dollars

e. Social Security or Railroad Retirement

○ Yes → $ .00
○ No
Annual amount — Dollars

f. Supplemental Security Income (SSI), Aid to Families with Dependent Children (AFDC), or other public assistance or public welfare payments.

○ Yes → $ .00
○ No
Annual amount — Dollars

g. Retirement, survivor, or disability pensions — Do NOT include Social Security.

○ Yes → $ .00
○ No
Annual amount — Dollars

h. Any other sources of income received regularly such as Veterans' (VA) payments, unemployment compensation, child support, or alimony — Do NOT include lump-sum payments such as money from an inheritance or the sale of a home.

○ Yes → $ .00
○ No
Annual amount — Dollars

33. What was this person's total income in 1989? Add entries in questions 32a through 32h, subtract any losses. If total amount was a loss, write "Loss" above amount.

○ None OR $ .00
Annual amount — Dollars

Please turn to the next page and answer questions for Person 2 on page 2. If this is the last person listed in question 1a on page 1, go to the back of the form.

Comprehensive 1990 Census Vocabulary List

COVER INSTRUCTIONS

community
nation
to complete
questionnaire
to require
to guarantee
privacy
knowledge
to remain
confidential
employee
government body
department
court system
welfare agency
to be permitted
circumstances
to start
to list
to visit
a home
black lead (pencil)
detailed
instructions
enclosed
guide
additional
toll-free
promptly
return by
postage-paid
provided
to avoid
inconvenience
to visit
instruction guide
to seal
(envelope) window

Page 1

1a. temporarily
housemate
foster children
roomer
boarder
armed forces
institution
nursing home
1b. county
foreign
flap

Page 2

2. relationship
in-law
natural-born
adopted
stepson/daughter
4. race
tribe
5. year of birth
matching
6. marital status
widowed
7. origin
for census use

Page 3

H1. to leave out
H2. a flat
vacant
mobile home/trailer
H3. balcony
foyer
H4. mortgage
free and clear
H5. acre
property
H6. lot
condominium unit

(Short form ends after H7.)

Page 4

H9. on the market
H10. plumbing facilities
H11. range
cookstove
H13. automobile
ton
capacity
H14. fuel
bottled
tank
LP=liquid propane
kerosene
coal or coke
solar energy
H15. public
drilled
dug
a well
a spring
creek
cistern
H16. sewer
septic tank
cesspool
H18. to skip to

Page 5

H21. real estate
H22. hazard
flood
H23a. deed of trust
contract
debt
H24. home equity loan
H25. fee
H26. personal property taxes
site rent

Page 6

8. to be born
9. citizen
abroad
naturalization
11. nursery school
kindergarten
elementary
diploma
degree
12. enrolled
previous
associate degree
bachelor's degree
master's degree
doctorate degree
13. ancestry
ethnic origin
17. active duty
military
reserves
National Guard
20. stillbirth

21b. time off
overtime

Page 7

23a. trolley bus
street car/
trolley car
subway/elevated (RR)
ferry boat
25. layoff
illness
labor dispute
28. retail
wholesale
construction
29a. occupation
b. duties
a patient
policy
30. wages
salary
commission
charitable
incorporated
31b. sick leave
32. jointly
estimate
net income
a. bonuses
tips
deductions
bonds
dues
b. proprietorship
partnership
business expenses
c. operating expenses
tenant
sharecropper
d. interest
dividends
royalty
estate
trusts
credited
f. Supplemental Security

Income (SSI)
Aid to Families with
Dependent Children
(AFDC)
public assistance

g. disability
pension
h. unemployment
compensation
child support
alimony
inheritance

Appendix E

ESL Sample Lessons

A Note To ESL Instructors

The following lessons have been adapted from the U.S. Bureau of the Census packet, *Census Education Project: 1990*. Each lesson has been designated for one of New York State's four ESL levels of language proficiency: lesson 1 for level 1, lesson 2 for level 2, and so on. The specific ESL objectives of these lessons include vocabulary development, listening, speaking, and some reading and writing. Each lesson contains one or more handouts, and prepared exercises. Each lesson also refers to activities elsewhere in this guide that are appropriate, but not designed exclusively for use with ESL students. Additional suggested ESL activities are listed on pages 11-12.

ESL SAMPLE LESSON 1

Overview

The purpose of this activity is to introduce students to the concept of a census. Students will participate in a variety of learning activities to help them understand how and why a census is taken in the United States every 10 years. They also will learn that the census counts people and housing. Students will relate the census to a count of their own family members and to a description of their homes. In addition, they will see how the census is related to a total description of the people in their classroom, school, and neighborhood. (For background and other information, see Appendix G, Educator's Guide to the 1990 Census, pages 77-82. For definitions of specific census vocabulary listed below, see Appendix A, Census Glossary, pages 19-20.)

Suggested Time 2-3 days

Learning Objectives

Students will:

1. Explain the term *census* and name some of the kinds of information gathered when the census is taken.
2. Use counting techniques to take a census of their families, classroom, or neighborhood.
3. Collect information and organize data into graphs.
4. Complete a facsimile of the 1990 short census form.
5. Use correct vocabulary to read and discuss forms.

Vocabulary

apartment
to build
a building
census
counting
family
government
to happen
home
housing
mobile home
a place
population

Answer the Census Vocabulary

all
to be fined
census taker
completed
confidential
each
every
form
information
official
outside
postage-paid
problem
to promise
to relax
safe

(The above vocabulary is a minimal listing for this lesson. For more detailed vocabulary regarding the 1990 census form itself, see Appendix D, Comprehensive 1990 Census Vocabulary List pages 43-44.)

Picture/Realia List

Cat, car, candy, can, coat, corn
Ear, elephant, eraser, envelope, eleven
Nose, nail, new, nut, newspaper, no
Student, sun, six, snow, shoe, sad, soda
Up, umbrella, under, university (if local), U.S.
Soda, etc.

Any words beginning with the appropriate letters can be used, such as vocabulary currently being studied or practiced, so long as the word is meaningful to the students.

Materials Needed

- Copies of handout, Taking a Census, page 51
- Optional picture file: single family home/house, mobile home, apartment building
- Optional pictures and/or realia
- Letter Cards - C, E, N, S, U, S
- Copies of the Case Studies pages 8-9
- Copies of Appendix D.
- Copies of Appendix F, Census '90: Answer the Census page 75

Getting Started

1. (Optional) Tell the students they are going to learn a very important word. Show them a set of letter cards, in jumbled order, that spell this word. (Or write the jumbled letters on the chalkboard.)

2. (Optional) Arrange pictures or realia from the Picture/Realia List. Show the students the first picture or item and ask them to name it. Give clues if needed. After the picture is identified, ask them to name the first letter of the picture or word and/or simply place the correct letter card on the chalkboard tray. (Or write the letter under the jumbled letters on the board.) Repeat the procedures until the word *census* is spelled.

3. If 1 and 2 were skipped, have the students count the number of students in class. (Option: During a break, have them count students in other classes or people in other rooms and the number of rooms.) Explain that this is a count.

   Tell the students that a census is a count. (See activity on the word "count", page 51.) In the United States, a count (a census) of all the people (population) and all the homes (housing units) happens every 10 years. It happens in years ending in zero. (Write on the board: 1960, 1970, 1980, 1990.) We take a census every 10 years because the number of people and homes changes. We need these new numbers for making big (important) decisions. Our government says that all the people in each state must be counted. These numbers help the states and the government. Provide the following example:

   Let's say that the city or town wants to build a new park. They want it to be in a place where young people and older adults can go to it. The city leaders look at the census numbers for all of the city. These numbers tell them where most of the young people and the older people live. Now they can put the park in the best place.

Development

1. Tell the students they are going to take a census. Distribute copies of the handout Taking a Census. Have the students read the introduction aloud or read it to them. Show them a picture or drawing of a family (or a family portrait). Have the students answer questions 2 through 5. Have them include all individuals in their answer to question 2. (Option: repeat with one or two different family pictures.)

2. After they have answered the questions, hand out index cards or small pieces of paper. Have students write on them the number of males, the number of females, and the total number of people living in their homes now. Chart the information on the board. Have the students compare and contrast the size and makeup of different families.

3. Explain the different kinds of housing associated with Questions 6 to 9 and/or show them pictures of these. Call on individual students to tell whether they live in a house (like a single family home), an apartment, or a mobile home. Then have them answer Questions 6 to 9. (Note: If the housing in the handout is too dissimilar to the housing in their community, you may want to draw replacement pictures on a separate sheet of paper, overlay it on the handout and then reproduce copies for the students.)

4. Introduce the conventions for filling out a form giving one's name in the order of last, first, and middle initial; age, year of birth, and marital status. Then, as a class, practice asking and answering these questions.

- What's your last name?
- What's your first name?
- What's your middle initial?
- How old are you?
- What year were you born? or What is your date of birth?*
- Are you married?

* These questions may need to be explained.

Switch to third person singular and practice. Assign student partners or have the students find a partner. Give partners A and B handouts similar to the following. Have pairs of students further practice asking and answering the third person singular questions using the handouts. Partner A should begin by asking "What's her last name?" As partner B answers, partner A should record the information in the appropriate space. Partner B should then ask "What's his last name?" and record the answer. Students should continue in this manner through "marital status."

A

____

Name: Last First

____

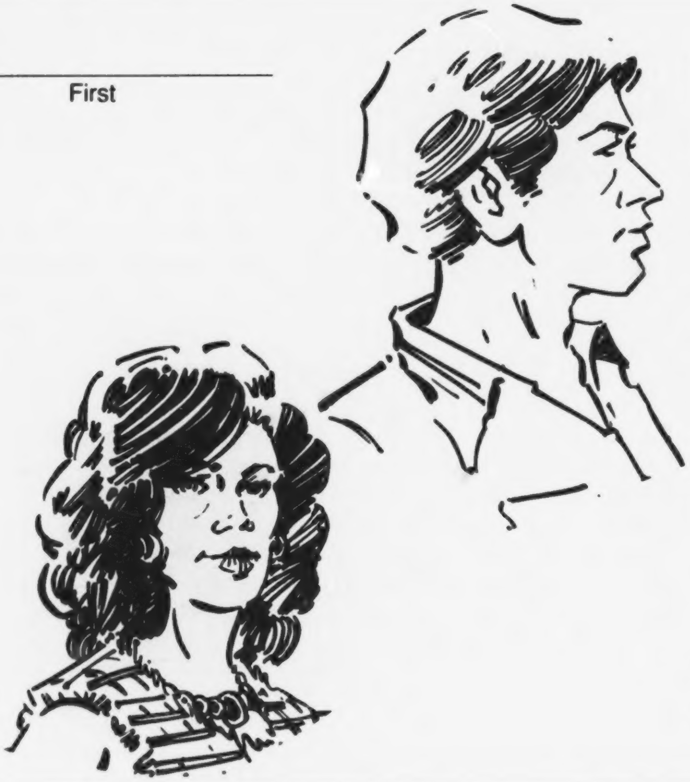
Age

____

Year of Birth

____

Marital Status



Lewis, John James
Middle Initial

20

1970

Married

B

Smith, Mary
____
Middle Initial

35

1955

single

____

Name: Last First

_____________ Age

_____________ Year of Birth

_____________ Marital Status

5. As a class do the Case Study 1 exercise on pages 8-9.
6. Make and distribute copies of the handout Census '90: Answer the Census. Have students take them home to read or read silently in class. Then have students read aloud or you read aloud in class. Explain vocabulary and discuss as a group. Continue with the following comprehension exercise.

Comprehension Exercise

complete
people
please
April
safe

1. Census Day is ____________ 1st.

2. We need a _______________ count of our population and housing.

3. We want to help _____________.

4. The census is _____________.

5. _____________ fill out your form.

Extension/Enrichment Activities

1. Have students count members of the class and discuss the numbers. Have them count and total the number of men and women, their ages, the types of housing they live in, or other characteristics. This could be done by having the students raise their hands for the characteristics in question. Expand this activity by designating a few students as "census takers." Their job is to total all the information collected in the census. The totals for each item should be listed on the chalkboard. Then discuss the profile. Other items which you could investigate in this manner are their favorite animals, TV shows, colors, the length of time they have been in the U.S., their home countries, the languages they speak, and so forth.

2. Draw a bar graph of the information on the chalkboard to demonstrate how real people are depicted in symbolic form. Develop graphs of other student characteristics.

3. Look out the windows or take a walking tour near the school and have the students count the different types of housing (apartment, house, mobile home, business, school, etc). From outside observation, students could generate totals for the number of floors in a building and type of housing. Have them distinguish between housing and nonresidential structures (store, fire station, restaurant, school, etc.). Translate this information into additional bar graphs. While in the field, assist the students in converting what they saw into a map. (Option: Use photographs or drawings of buildings, rather than the walking tour.)

4. Have the students create a bulletin board collage by collecting pictures or drawings of people and housing from magazines. Tell the students they are conducting a "people and housing picture census." Establish some categories (older persons, young persons, apartments, single family homes). Since census counts are associated with geography, further divide the categories into urban and rural. Put these category labels on the bulletin board and have the students add their entries to the correct category. On the last day of your "picture census," have the students summarize the people and housing by category and create a grand total of people and of housing.

Lesson 1 - Handout

Taking a Census

One, two three, four. You are counting. A census counts people. It tells us how many people are old. It tells us how many people are young. It tells us how many people are women and girls. It tells us how many people are men and boys.

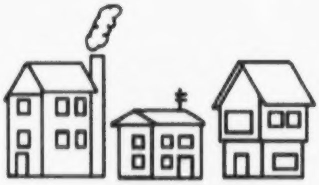
A census counts the buildings people live in. A census counts homes. It tells what kinds of homes people have. It tells us how many homes there are.

It tells us this and more.

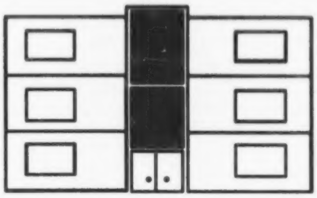
We need counts of people and homes. We need to count everyone. A census answers big questions. Can you count people and homes? Can you add them up? This is what a census does.

---

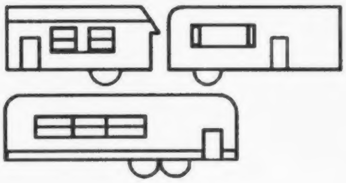
1. Draw a picture of a family. Draw it on the back.
2. How many grown-ups did you draw? ______
3. How many boys did you draw? ______
4. How many girls did you draw? ______
5. How many people are in your picture? ______
   This is what a census does.
6. These are houses.
   How many houses do you see? ______



7. This is an apartment building.
   Each apartment has one window
   that you can see.
   How many apartments do you see? ______



8. These are mobile homes.
   People live here too.
   How many mobile homes do you see? ______



9. Add the houses, apartments, and
   mobile homes. How many are there? ______
   This is what a census does.

ESL SAMPLE LESSON 2

Overview

The purposes of this activity are to introduce students to the meanings of *census*, *complete count*, and *undercount*; to show that census data become useful in decision making when they are totaled and associated with geographic areas; and to demonstrate the effect of an undercount on real-world decisions and the need for as complete a count as possible in the decennial census.

Students learn the difference between and the importance of a complete count and an undercount by participating in a role-playing activity. (For background and other information, see Appendix G, Educator's Guide to the 1990 Census, pages 77-82. For definitions of specific census vocabulary listed below, see Appendix A, Census Glossary, pages 19-20.)

Suggested Time 1-2 days

Learning Objectives

Students will:

1. Define the term *census*.
2. Explain the differences between the terms *complete count* and *undercount*.
3. Use a simple model to make a decision.
4. Alter a decision in the face of changing information.
5. Describe how the individual behavior of some can affect everyone.
6. Complete a facsimile of the 1990 short census form.

Vocabulary

census
housing unit
complete count
population
decennial
undercount

(The above vocabulary is a minimal listing for this lesson. For more detailed vocabulary regarding the 1990 census form itself, see Appendix D, Comprehensive 1990 Census Vocabulary List, pages 43-44.)

Materials Needed

- Index cards or small pieces of paper (one per student)
- Copies of the Case Studies, pages 8-9
- Copies of Appendix D.
- Copies of Appendix E, Census '90: Answer the Census! page 75
- Copies of Handouts 1A and B, and 2 - Pair Work, pages 57-59.

Getting Started

1. Introduce this activity by having a discussion of the vocabulary. Tell the students they are going to be learning some important words. Begin with the word *census*. Write it on the

chalkboard. Ask the students if they know the meaning of the word. Tell them a census counts, among other things, people and houses. Ask what *census* means. Affirm or provide the answer.

2. On the chalkboard write the word *decennial* just left of the word *census*. Pronounce the word. Have the students pronounce the word. Tell them decennial means occurring every 10 years. Ask what *decennial* means. Affirm or provide the answer. Have the students say the two words together. Ask for a student to define the phrase. Tell them that a decennial census happens in the United States in years ending in zero (0). Ask in what year the next decennial census happens. Ask if they know when in 1990. (Answer: April 1.)

3. Below these words, write the words *population* and *housing unit*. Pronounce these words, then have the student pronounce them. Give their meanings. Ask for their meanings. Ask why these are important words to know. Tell them that these are the things counted in the decennial census in this country. Besides a count of people and homes, the decennial census counts other things about people and homes, such as age and sex and type of homes people live in.

4. Write the words *complete count* and *undercount* on the chalk- board. Pronounce them. Have the students say these words. Ask the students if they can explain what these mean. As a hint, tell them they are the opposite of each other. Tell them that complete count means that every person and every housing unit in their neighborhood, in their community, in the entire nation was counted and all the other questions about every person and housing unit were answered. Tell them that an undercount means that some of the people and some of the housing were not counted. This also means that some of the other information, like age or sex, is missing. Ask why some people were not counted or why some information is lacking.

5. Copy the matching exercise on the chalkboard or duplicate and distribute. Give the students 3-4 minutes to finish. Review as a group.

Matching

(c) 1. census

(f) 2. decennial

(a) 3. population

(e) 4. housing unit

(d) 5. complete count

(b) 6. undercount

a. the people living in an area

b. some people or homes aren't counted

c. a count of people and homes

d. everyone and every housing unit is counted

e. a place where people live

f. every 10 years

6. Stimulate some thought and/or discussion by asking, "Why do you think we take a census in this country?" (Answer: We take a census to find out the totals of population, housing, and other information. We can use these totals to plan for things like new schools, businesses, offices, stores, hospitals, doctor offices, and many other important things such as representation in Congress.) Draw specific examples from those given in the Educator's Guide section on uses of census data or use an example of how census totals and data are used in your community.

7. Tell the students they are going to participate in an activity that will show them exactly how census totals are used in making decisions.

Development

1. Choose a topic from the lists below, or create your own real or hypothetical topic that requires two opinions and that satisfies a majority of the students.

   A. A hypothetical either/or topic.
   - A pizza place (Pizza House) vs. a hamburger place (Burger Queen).
   - A park vs. an apartment building.
   - A public pool vs. a parking lot.

   If choosing a hypothetical topic, introduce it to the class by explaining that the city or town hall is thinking about building a _______ or a __________ in their neighborhood. The planning committee is waiting for the results of the census to find out who lives there. The census will help the committee decide which to build.

   B. A real topic, more specific to the class.
   - Indoor vs. outdoor party or class activity.
   - Class trip to a museum vs. a movie theater.
   - Two choices of a book to read or a topic to study.

   If choosing a real topic, introduce two possible choices for a real class activity that is fun, for example a choice between an April Fool's Day party and viewing a film. Explain that a "census" of preference will help them or the teacher to decide which activity they will do.

2. Tell the students that they are going to take a census of their class. Their census will give a count of the population and tell how many people want (choice A) and how many people want (choice B). Distribute the index cards. Tell the students that they are going to write (choice A) or (choice B) on the card. Each student must choose one. Collect the cards.

3. On a chalkboard, write *census*. Below that write (choice A), (choice B), and *total*. Tally the returns and record them on the board. Check that each student has returned a card.

   State that the census is over and that this is a complete count - everyone is being counted. Assign the majority choice X and the minority Y. Announce the totals and ask the students which the city will build or do, choice X or Y. (Note: If choosing a real topic, follow though with the chosen activity.) Tell the students that the next activity will show what happens when there is an undercount.

4. Sort through the cards, removing half or more of the majority choice (choice X). Tell the students to imagine that some people didn't answer the census. They thought it wasn't important, or they were too shy. Retally the cards, giving the new totals on the board. Explain that the census is over and the final count cannot be changed for 10 years.

5. Ask the students which the city will build or do now, choice X or Y. Ask whether the students are happy with the new results. Ask why. Compare the first tally with the second and ask what happened. Tell them that some people did not answer the census, so there was an undercount. Following are several sample scenarios.

   A. The planning committee didn't know this, so they built ___________ (the apparent majority choice, choice Y), but only a few people used it. The city lost money and closed the ___________.

   Because of the undercount everyone lost. Those who wanted (the apparent undercount, choice X) lost because the city didn't build the _________. Those who wanted (the apparent majority, choice Y) lost because the city closed the __________ (choice Y). The workers at the ____________ (choice Y) lost because they lost their jobs.

B. The real majority lost because the class didn't _________ (choice X) and they didn't want __________ (choice Y), so they didn't go to class that day. The apparent majority lost because only a few students did or went on ________ (choice Y) and it wasn't much fun. The teacher lost because everyone was not in class for the __________ (choice Y).

6. Tell the students that the same kinds of things can happen in the real census of the United States. If there is an undercount, everyone loses. This is why it is important that everyone answer the census and there be as complete a count as possible.

   Tell the students to number a piece of paper from one to five and to listen and write T for a true sentence or F for a false sentence. Read each sentence twice.

   True or False

   (T) 1. A census helps people and their governments make important decisions.

   (F) 2. A complete count is not important.

   (T) 3. We want to build a new school. We can use census information to do this.

   (T) 4. An undercount is not good.

   (F) 5. The census is taken every five years.

   Review and discuss as a group.

7. As a class do the Case 1 exercise on pages 8-9.

8. Assign partners and distribute Handouts 1A and B, and 2 - Pair Work. Both students will need a copy of Handout 2. Discuss new vocabulary as appropriate. Explain the directions. (Option: Students may practice filling out a form with their own information by using Handout 2.)

9. Copy and distribute the handout Census '90: Answer the Census. Have the students take it home to read, or read it silently in class. Then read aloud to them or have students take turns reading aloud in class. Explain vocabulary and discuss as a group.
   Continue with the following dictation exercise:

   Dictation

   1) Census Day is April 1, 1990.

   2) A census taker will visit your home.

   3) Call the phone number on the outside of the form.

   4) Relax! The census is safe.

   5) Please fill out your form.

Instructions: Read the description of your friend. Your partner will ask you questions about your friend. Answer the questions.

Ying Li Chen is from China. She is a 32-year-old widow. She works in a Chinese restaurant. Ying works very hard. She also goes to English class before work. Ying was born on May 24, 1958.

__________________ ______________________ ____________________

Now ask your partner these questions. Fill in the form with your partner's answers.

1. What is your friend's last name?
2. What is your friend's first name?
3. What is your friend's middle initial?
4. Is your friend male or female?
5. What is your friend's race?
6. How old is your friend?
7. What year was your friend born?
8. What is your friend's marital status?
9. Is your friend Spanish or Hispanic?

Lesson 2 - Handout 1B

Pair Work

Instructions: Ask your partner these questions. Fill in the form with your partner's answers.

1. What is your friend's last name?
2. What is your friend's first name?
3. What is your friend's middle initial?
4. Is your friend male or female?
5. What is your friend's race?
6. How old is your friend?
7. What year was your friend born?
8. What is your friend's marital status?
9. Is your friend Spanish or Hispanic?

_____ _________ _____________ _________ _____

Now read the description of your friend. Your partner will ask you questions about your friend. Answer the questions.

Carlos E. Torres is a single 18-year-old student. He is from Puerto Rico. Carlos is studying chemistry at the university. He was born on May 1, 1972.

Lesson 2 - Handout 2

Pair Work Form

____
Last Name

______________________________ ____________
First Name Middle Initial

1. **Sex** ○ Male ○ Female

2. **Race** ○ White ○ Black or Negro
○ Indian (American)
(Print the name of the enrolled or principal tribe)

____

○ Eskimo ○ Aleut

Asian or Pacific Islander

○ Chinese ○ Japanese
○ Filipino ○ Asian Indian
○ Hawaiian ○ Samoan
○ Korean ○ Guamanian
○ Vietnamese ○ Other

____

3. **Age and Year of Birth**

A. Age

__	__	__
0 ○	0 ○	0 ○
1 ○	1 ○	1 ○
	2 ○	2 ○
	3 ○	3 ○
	4 ○	4 ○
	5 ○	5 ○
	6 ○	6 ○
	7 ○	7 ○
	8 ○	8 ○
	9 ○	9 ○

B. Year of Birth

__	__	__	__
1 ●	8 ○	0 ○	0 ○
	9 ○	1 ○	1 ○
		2 ○	2 ○
		3 ○	3 ○
		4 ○	4 ○
		5 ○	5 ○
		6 ○	6 ○
		7 ○	7 ○
		8 ○	8 ○
		9 ○	9 ○

4. **Marital Status** ○ Now married ○ Separated
○ Widowed ○ Never married ○ Divorced

5. **Origin** Is this person of Spanish/Hispanic origin?

○ No (not Spanish/Hispanic)
○ Yes, Mexican, Mexican-American, Chicano
○ Yes, Puerto Rican
○ Yes, Cuban
○ Yes, other Spanish/Hispanic
(Print one group, for example: Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.)

____

ESL SAMPLE LESSON 3

Overview

The purpose of this activity is to provide students with information about the history of the population census in the United States and give examples of some of the data the census produces. Students will read about the origin of the census, the first census in 1790, data generated in the 1980 census, and some basic information on the 1990 census. Factual questions provide a measure of the students' understanding of basic concepts. (For background and other information, see Appendix G, Educator's Guide for the 1990 Census, pages 77-82. For definitions of specific census vocabulary listed below, see Appendix A, Census Glossary, pages 19-20.)

Suggested Time 1-2 days

Learning Objectives

Students will:

1. State key facts about census-taking in this country.
2. Complete a facsimile of the 1990 long census form.

Vocabulary

anniversary
appointment
approximately
bicentennial
borders
census
census data
confidential
Constitution
Constitutional Convention
to estimate
decades
decennial
to determine
enumeration
a fine
geographic
House of Representatives
identifiable
independence
individual
percentage gains
population
to refuse
reservation (American Indian)
Secretary of State
to take place
undercount

(The above vocabulary is a minimal listing for this lesson. For more detailed vocabulary regarding the 1990 census form itself, see Appendix D, Comprehensive 1990 Census Vocabulary List, pages 43-44.)

Materials Needed

- Copies of Handout 1 - Facts About Census Factfinding, page 62
- Copies of Handout 2 - What Do You Know About the Census?, page 63
- Copies of the Case Studies pages 8-9
- Copies of Appendix D
- Copies of Appendix F, Census '90: Answer the Census, page 76.

Getting Started

1. (Optional) If appropriate for student abilities, introduce the passive voice. Spend any amount of time necessary discussing and/or practicing the passive in the simple past, present and future tenses.

2. Ask the students why leaders would want to know the country's population and of the geographic units within it (e.g., counties, cities, American Indian reservations, Alaskan native villages, states).

3. Ask the students if they know how leaders in a country determine the population. Explain the term *census*. (Note: Populations can be and are estimated, but estimates are usually based on a census from an earlier time.)

Development

1. Introduce the vocabulary by listing, pronouncing, and discussing the words. Distribute copies of Handout 1 - Facts About Census Factfinding. Tell the students they will be reading about how the census began in this country, some of the kinds of questions asked, some of the summary data obtained through the census, and information about the importance of everyone being counted. Have the students read it for homework, silently in class and/or aloud in class. Discuss. (Note: It may be necessary to read the passage to students at the lower end of the suggested level.) Distribute Handout 2 - What Do You Know About the Census? The true or false section may be read aloud while students record their answers, or given as part of the handout. The entire handout can be used as a test of comprehension or for class discussion. Use the answer key in this lesson (page 64) and the Educator's Guide to the 1990 Census as additional information for class discussion.

2. As a class, do the Case Study 1 exercise on pages 8-9 and discuss any problems encountered. Discuss how students may obtain help from the hotline number on the front of their census forms. Have the students do the Case Study 2 exercise on page 9 individually. Review and discuss.

   (Option: Record the Case 2 description on a cassette tape for use as a listening exercise. Students should do nothing except listen to the tape once or twice. Then while listening a third time, they should fill in the form independently. Review the answers and discuss.)

3. Copy and distribute the handout Census 90: Answer the Census. Have the students read it for homework, silently in class and/or aloud in class. Discuss.

Counting the people or census taking is one of the country's oldest activities. Enumeration, or counting, of some of the population happened before Independence. Once the country was founded, the leaders attending the Constitutional Convention in Philadelphia in 1787 saw the need for a national census. They decided to use each state's population to determine the number of members it could send to the House of Representatives. To find out how many people lived in each of the states, a census had to be taken. The Constitution required the first census, which took place in 1790.

Thomas Jefferson, the Secretary of State in 1790, was responsible for conducting the first census. It took 18 months to complete the census and total all the information. Approximately 4,000,000 people were counted in the area that then comprised the United States.

The Constitution also required that a census be taken every 10 years. The next decennial census will be taken in 1990. The 1990 census will be the 200th anniversary, or the bicentennial, of the first census. The totals from the census are still used to decide how many members of the House of Representatives each state will receive. The House now contains 435 members. California currently has 45 members because it was the state with the largest population in 1980. Alaska and five other states only have one representative each. Alaska had the smallest population in 1980. New York State currently has 34 members of the House and had the second largest population in 1980.

In the most recent census in 1980, the final count for the United States was 226,545,805 people. The United States Census Bureau estimated that a significant percentage of the people in the country was not counted. An undercount takes place when everyone is not counted. There are several reasons why people were not counted. Some people did not think they had to answer. Others did not believe the census was important, and some did not receive a census form. Some people refused because they thought their personal information would not be kept secret.

Identifiable information about individuals and families given in the census is not reported to anyone. The answers individuals and families give are confidential, or private, for 72 years. Only a person who works for the United States Census Bureau can look at this information. He or she cannot share this information with other people. Any such person who does reveal personal census information to anyone who does not work for the Census Bureau can go to jail and pay a large fine. All the individual answers are totaled. Adding everyone's answers together creates census data, or census figures.

Census figures provide information about the total number of people living in geographic areas such as states, townships, and American Indian reservations. It is possible to learn what parts of the country have gained or lost population by comparing data from different censuses. Between 1970 and 1980, Nevada had the greatest percentage gain in population. Other states with large percentage gains during the decade were Arizona and Florida.

Besides counting the population, the census asks questions about how old people are, the homes they live in, the jobs they have, their education, and other important things. All this information is used every day to make decisions that are important to everyone. School officials use census data to figure out how many classrooms and teachers will be needed in the future. Many businesses use census figures to decide where to locate new stores. Government leaders use them to decide where to put new playgrounds, swimming pools, and other services. It is important that everyone be counted in the 1990 census so the best decisions can be made.

Circle the correct answer.

True or False

1. The Constitution requires that a census be taken in the United States every 10 years. T F
2. The first census in the United States was taken in 1690. T F
3. Census figures are used to decide how many seats(representatives) each state will have in the U.S. House of Representatives. T F
4. The next national census of population and housing will be taken in 1990. T F
5. The results of a census help guide thousands of decisions that effect everyone. T F
6. In the 1980 census, there was an overcount of the nation's population. T F
7. Only sworn United States Census Bureau workers can look at an individual's or household's 1990 census form (questionnaire). T F

Multiple Choice

1. The population of the United States in 1790 was about **a)** 63 million **b)** 400,000 **c)** 4 million **d)** 227 million. a b c d
2. The population of the United States in 1980 was about **a)** 63 million **b)** 150 million **c)** 227 million **d)** 329 million. a b c d
3. The state with the largest population in 1980 was **a)** Alaska **b)** California **c)** Delaware **d)** New York. a b c d
4. From the 1980 census totals, the state receiving the largest number of seats in the U. S. House of Representatives was **a)** Alaska **b)** California **c)** Delaware **d)** New York. a b c d
5. The state with the smallest population in 1980 was **a)** Alaska **b)** Rhode Island **c)** Delaware **d)** New Jersey. a b c d
6. The state that grew the fastest (by the greatest percentage) between 1970 and 1980 was **a)** California **b)** Nevada **c)** New York **d)** Texas. a b c d
7. Census Day 1990 is **a)** May 1 **b)** April 1 **c)** December 1 **d)** July 1. a b c d

Answers to Lesson 3 - Handout 2

True or False

1. **True**. The U.S. Constitution, adopted in 1787, made the provision for a national census to be taken every 10 years. This was prescribed in Article 1, Section 2. (See Appendix G, Educator's Guide to the 1990 Census section on census history, page 79, for the wording.)
2. **False**. In keeping with the above noted Article and Section, the first census was taken in 1790. It began in August of that year and took 18 months to complete. Thomas Jefferson directed the first census as Secretary of State. (See the Educator's Guide to the 1990 Census section on census history for some information on North American censuses predating 1790.)
3. **True**. The 1790 census results formed the basis for the apportionment of the House, as mandated in the Constitution. All subsequent censuses have been the official basis for reappointment.
4. **True**. The 1990 census will mark the bicentennial of census taking in this country.
5. **True**. The data resulting from a census are used for much more than the reapportionment of the House. The information is the basis for allocating Federal, state, American Indian tribal, Alaskan native village, and local government monies for a variety of programs and has wide applications in everyday business activities. (See discussion on uses of census data in the Educator's Guide to the 1990 Census, pages 81-82.)
6. **False**. Evaluation surveys after the 1980 census indicated that the total population of the country was undercounted by a small but significant percent. On a proportionate basis, the undercount was higher for minority populations.
7. **True**. Maintaining the confidentiality of individual census answers is critical to developing and maintaining the trust of the American people. Statutes that made responding to the census mandatory (with penalties for refusals) and responses confidential (with penalties for disclosure) were codified by Congress in 1954 in Title 13, U.S. Code. Under this law, only sworn Census Bureau employees can look at a specific individual's answers, forms, and related materials. An employee breaking this confidence is subject to stiff fines and imprisonment. Individual census records are held confidential for 72 years and then provided to the National Archives for genealogical and/or research purposes. The 1990 census forms will not be made public until 2062.

Multiple Choice

1. **C**. The figure recorded for 1790 was 3,929,314. Geographically, the 1790 census covered the United States from Maine to Georgia and the territories to the west of them which they claimed.
2. **C**. The final count from the 1980 census was 226,545,805 people. This number represented the population at that time in the 50 states and the District of Columbia.
3. **B**. In 1980 California had a population of 23,667,902. It has officially held its number one ranking since the 1970 census. Before then, New York was the most populous state in the country. It maintained this position in each of the censuses from 1810 to 1960. In 1790 and 1800, Virginia led the Nation in population, based on its boundaries at that time. Since the 1970 census, New York State has continued as the second most populous state in the United States.
4. **B**. Students should recognize the direct relationship between the size of a population count for a state and its number of seats in the U.S. House of Representatives. The greater the population is, the greater the number of seats in the House (after the guaranteed one seat for each state.) Since California had the largest state population in 1980, it received the largest number of seats. It presently has 45 members in the House, while New York State has 34.
5. **A**. While Alaska has nearly 1/6 of the country's total area, it had only 401,851 people living in its borders in 1980. As of the 1985 estimate, Alaska moved to 49th, ahead of Wyoming. According to 1990 projections Alaska will move to 48th, ahead of Wyoming (50th) and Vermont (49th).
6. **B**. Nevada was the largest growing (by percentage) state in the 1970s. With a small population base, it did not have to add very many people to have a high percentage increase. A 1970 population of 488,738 and an increase across the decade of 311,755 gave it a 10 year percentage change of 63.8 percent. By comparison, Texas added over 3 million people in the 1970s and grew by 27.1 percent.
7. **B**. April 1 has been the date for the decennial census since 1930. Ask the students to consider the date. Challenge them to suggest reasons why they think April 1 is used. (Answer: Winter is ending or over for most of the country. This is especially important in the sparsely settled parts of the country to be counted door-by-door enumeration. Most people will be in their usual place of residence. Schools are still open. People are less likely to be traveling on vacation. College students are still on campus, which is where they are counted. April 1 is an easy date to remember.)

ESL SAMPLE LESSON 4

Overview

The purpose of this activity is to provide students with information about the history of the population census in the United States, and to clearly demonstrate to students through a hands-on experience many of the aspects of planning, conducting, and reporting a survey of their own. It will show students what goes into the production of statistical information, how individual responses on a questionnaire are merged to create summary data, and the usefulness of the summarized information. This activity will give students an opportunity to work with personally relevant data.

This activity could take the form of a full-scale enumeration of the student body. If this is too ambitious, a small survey, or an opinion poll, of a sample of the school's population or specific classes may be more appropriate, especially using topics of interest to students and educators. Since Census Day is April 1, 1990, schedule the completion of this activity or parts of it (especially the data collection) to closely coincide with this date. If you intend to actually have the students conduct a survey or a census, remember to allow yourself the lead time necessary to perform the subactivities explained below. (For background and other information, see Appendix G, Educator's Guide to the 1990 Census, pages 77-82. For definitions of specific census vocabulary listed below, see Appendix A, Census Glossary, pages 19-20.)

Suggested Time 2-3 days

Learning Objectives

Students will:

1. State key facts about census-taking in this country.
2. Explain the stages of designing, conducting, and processing a survey.
3. Conduct, process, and report on a survey of their own.
4. Write a report about the results of a survey.
5. Work as a team to reach mutually agreed decisions and to resolve issues.
6. Complete a facsimile of the 1990 long census form.

Vocabulary

anniversary
apportionment
approximately
bicentennial
borders
census
census data
confidential
Constitution
Constitutional Convention
to estimate
decades
decennial
to determine
enumeration
a fine
geographic
House of Representatives
identifiable
Independence
individual
percentage gains
population
to refuse
reservations (American Indian)
Secretary of State
to take place
undercount

(The above vocabulary is a minimal listing for this listing. For more detailed vocabulary regarding the 1990 census form itself, see Comprehensive 1990 Census Vocabulary List, Appendix D.)

Materials Needed

- Copies of Handout 1 - Facts About Census Factfinding, page 69
- Copies of Handout 2 - What Do You Know About the Census?, page 70
- Copies of Handout 3 - That's Easy for You to Say!, page 71
- Copies of Handout 4 - Student Survey on Future Plans, pages 72-73
- Copies of the Case Studies, pages 8-9
- Copies of Appendix D
- Copies of Appendix F, Census '90: Answer the Census page 76.

Getting Started

1. Ask the students to write down their estimate of the population of the United States. After giving them a moment to do this, write on the chalkboard:

"The population of the United States in 1980 was 226,545,805 people."

2. Ask a student to read this sentence aloud. Ask the class to comment on how their estimates of the population compare to this. (Projected 1990 population = 249.9 million.)

3. Ask the students whether they believe the current population of the United States is higher or lower than it was in 1980. Have them justify the position they take.

4. Ask the students how the 1980 population was determined. (Answer: Every 10 years, the U.S. government conducts a census, or complete count of the nation's population. Along with population, other facts about the population [such as age] and the count and the characteristics of the nation's housing [such as housing value] are collected. [The Census of Housing has been taken on a decennial basis only since 1940.] The Census of Population in the United States was first taken in 1790. The net census will be conducted on April 1, 1990. In 1990, the Census Bureau estimates it will count about 1/4 billion people and over 106 million housing units. The 1990 census will ask some questions of everyone [such as sex] and other questions of only a sample, a portion of the population, [such as occupation]. This data collection effort then combines complete enumeration, a census, with a sample survey.)
5. Explain that the census provides data for a variety of geographic areas (American Indian reservations, Alaskan Native villages, states, cities, townships, and so on). For this geographically-tied information to be accurate, everyone must answer the questions on a census form. Once the forms are returned, individual answers are summarized and totaled for all geographic areas. After the answers are totaled, they become useful in making decisions. These data are used in decisions ranging from selecting the geographic boundaries for all the seats in the House of Representatives to locating a new school within a community.

6. Conduct a simple counting exercise to help students better understand how individual answers blend together to become a summary statistic. By a show of hands, ask each student how many people live in his or her household. (How many two- person households, three-, four-, etc.?) Tally these on the chalkboard, calculate the population in each category, summarize all the category totals (the total population), and divide that number by the number of students (student households). This figure is the class average household size (or average number of persons per household).

   Besides providing clarity between individual and grouped data, it also should help them see how data can differ geographically (Is it likely that the class next door would have the same average household size?) and answer the question of how to interpret an average which includes a "fraction of a person" per household.

Ask them to consider the effect on the class average household size figure if some students had refused to participate, such as households with two people. Would the result have accurately reflected the class? Would it have been as useful? How could the use of this result lead to errors in decision making? Calculate the household size without two-person households to demonstrate the effect. Option: Carry this example forward and apply it to the community. Assume the class' data represent the community. Ask the students to give some suggestions of incorrect decisions which might be made using the inaccurate class data.

7. Introduce the vocabulary on Handout 1 - Facts About Census Factfinding. Distribute copies. Tell the students they will be reading about how the census began in this country, some of the summary data obtained through the census, and information about the importance of everyone being counted. Have the students read the handout for homework, silently in class and/or aloud in class. Discuss. (Option: Record Handout 1 on a cassette tape for use as a listening exercise.)

   Have the students number from 1-7 on a piece of paper. Do the true or false exercise below. Read each statement once or twice. (Answers may be found on page 64 of ESL Sample Lesson 3.)

True or False

1. The Constitution requires that a census be taken in the United States every 10 years.
2. The first census of the United States was taken in 1690.
3. Census figures are used to decide how many seats (representatives) each state will have in the U.S. House of Representatives.
4. The next national census of population and housing will be taken in 1990.
5. The results of a census help guide thousands of decisions that affect everyone.
6. In the 1980 census, there was an overcount of the nation's population.
7. Only sworn United States Census Bureau workers can look at an individual's 1990 census form (questionnaire).

Distribute Handout 2 - What Do You Know About the Census? Read the statements below once or twice. Have the students circle the best choice on their handouts. Review and Discuss. (Answers may be found on page 64 of ESL Sample Lesson 3.)

Multiple Choice

1. The population of the United States in 1790 was about....
2. The population of the United States in 1980 was about....
3. The state with the largest population in 1980 was....
4. From the 1980 census, the state receiving the largest number of seats in the House of Representatives was....
5. The state with the smallest population in 1980 was....
6. The state that grew the fastest (by the greatest percentage) between 1970 and 1980 was....
7. Census Day 1990 is....

Development

1. Ask the class to concentrate again on the 1980 population count. Ask the students to estimate the length of time it took to produce the information in the sentence you placed on the chalkboard. After several students have expressed their opinions, distribute Handout 3 - That's Easy for You to Say! for all to read. (Note: 1980 data collection began April 1, 1980. The population counts for the nation, the 50 states, and the District of Columbia were reported to the President on December 31, 1980. Data processing continued from this point and data products for a wide variety of geographic areas were generated on a continuous basis well into the decade.) Discuss the stages of the survey process listed on the handout. You may wish to show a flow chart such as the one below, listing subtasks (the questions in Handout 3) below each stage.

   Define---> Design--->Collect---> Process---> Report

2. Distribute Handout 4 - Student Survey on Future Plans. Allow the class a few minutes to examine the contents.

3. Have the students discuss how they will process their answers and what they want to report. Ask them to consider what summary information they would like to analyze and how they will produce it. Ask them to identify interesting questions which the summary data could answer. For instance, "Do male and female students in the class have the same career goals?" To answer this question, they must be able to cross-tabulate question 2 with question 7, a tedious job if the processing is done by hand. Manual tallying may limit them to looking at the summary data for single questions, such as "Are you married?" Access to computer facilities and statistical software packages will provide greater flexibility.

4. Have the students answer the prepared questionnaire. Classes not preparing their own surveys should follow through on their processing and reporting strategies for Handout 4.

   (Option: The class may wish to conduct the same survey with a larger group to learn how they compare with other classes or the whole school. How they process the data, what they report and how much time they have will dictate their response here.)

5. As a class, do the Case 1 exercise and discuss any problems encountered. Discuss how students may obtain help from the hotline number on the front of the census forms. Have the students do the Case Study 2 exercise on page 9 individually. Review and discuss.

   (Option: Record the Case 2 description on a cassette tape for use as a listening exercise. Students should do nothing except listen to the tape once or twice. Then while listening a third time, they should fill in the form independently. Review the answers and discuss.)

6. Copy and distribute the handout, Census '90: Answer the Census. Have the students read it for homework, silently in class and/or aloud in class. Discuss.

Hints to Teachers

Have the students select the research topic(s). An opinion poll may be more interesting to students than a total fact survey, especially one focused on a topic presently being discussed in class, such as a world or international issue or event. Other topic possibilities are: music, TV, sports, or a local, national, or international current event.

If the students use the prepared questionnaire and use it with other classes have them add one or more questions to identify each.

If the students process the forms with a computer, have them add a unique sequential number for each completed form (record). This will help them identify each specific forms should they need to go back because of coding errors or strange values in the processed information.

Facts About Census Factfinding

Counting the people or census taking is one of the country's oldest activities. Enumeration, or counting, of some of the population happened before Independence. Once the country was founded, the leaders attending the Constitutional Convention in Philadelphia in 1787 saw the need for a national census. They decided each state's population would determine the number of members it sent to the House of Representatives. The only way to do this was to take a census. It would tell how many people lived in each of the states. The Constitution required the first census which took place in 1790.

Thomas Jefferson, the Secretary of State in 1790, was responsible for conducting the first census. It took 18 months to complete the census and total all the information. Approximately 4,000,000 people were counted in the area that then comprised the United States.

The Constitution also required that a census be taken every ten years. The next decennial census will be taken in 1990. The 1990 census will be the 200th anniversary, or bicentennial, of the first census. The totals from the census are still used to decide how many members of the House of Representatives each state will receive. The House now contains 435 members. California currently has 45 members because it was the state with the largest population in 1980. Alaska and five other states only have one representative each. Alaska had the smallest population in 1980. New York State currently has 34 members of the House and had the second largest population in 1980.

In the most recent census in 1980, the final count for the United States was 226,545,805 people. The United States Census Bureau estimated that a small percentage of the people in the country was not counted. An undercount takes place when everyone is not counted. There are several reasons why people were not counted. Some people did not think they had to answer. Others did not believe the census was important, and some did not receive a census form. Some people refused because they thought their personal information would not be kept secret.

Identifiable information about individuals and families given in the census is not reported to anyone. The answers individuals and families give are confidential, or private, for 72 years. Only a person who works for the United States Census Bureau can look at this information. He or she cannot share this information with other people. Any such person who does reveal personal census information to anyone who does not work for the Census Bureau can go to jail or pay a large fine. All the individual answers are totaled. Adding everyone's answers together creates census data, or census figures.

Census data tell us many things. Census figures provide information about the total number of people living in geographic areas such as states, townships, and American Indian reservations. It is possible to learn what parts of the country have gained or lost population by comparing data from different censuses. Between 1970 and 1980, Nevada had the greatest percentage gain in population. Other states with large percentage gains during the decade were Arizona and Florida.

Besides counting the population, the census asks questions about how old people are, the homes they live in, the jobs they have, their education, and other important things. All this information is used every day to make decisions that are important to everyone. School officials use census data to figure out how many classrooms and teachers will be needed in the future. Many businesses use census figures to decide where to locate new stores. Government leaders use them to decide where to put new playgrounds, swimming pools, and other services. It is important that everyone be counted in the 1990 census so the best decisions can be made.

Multiple Choice

Listen to each statement and circle the letter that best completes it.

1. **a)** 63 million **b)** 400,000 **c)** 4 million **d)** 227 million.

2. **a)** 63 million **b)** 150 million **c)** 227 million **d)** 329 million.

3. **a)** Alaska **b)** California **c)** Delaware **d)** New York.

4. **a)** Alaska **b)** California **c)** Delaware **d)** New York.

5. **a)** Alaska **b)** Rhode Island **c)** Delaware **d)** New Jersey.

6. **a)** California **b)** Nevada **c)** New York **d)** Texas.

7. **a)** May 1 **b)** April 1 **c)** December 1 **d)** July 1.

Lesson 4 - Handout 3

That's Easy for You to Say!

The population of the United States in 1980 was 226,545,805 people. That was easy to say, wasn't it? in a few breaths you have just stated what took years to produce. What? That's right, years! Have you ever tried to count 226,545,805 people? It's a big job!

It is difficult to convey the size of the job of taking a census in the United States. A few 1980 census facts and figures about the process may help. For instance, during just a few months of 1980, hundreds of thousands of temporary employees were recruited, trained, equipped, and supervised. The peak employment for these field operations was about 270,000 people—roughly equal to the 1980 population of St. Paul, Minnesota, or Tampa, Florida! Here is another one. After all the census information was collected, questionnaires were microfilmed. This operation required about 5,000 miles of microfilm. That is equal to the distance you would travel if you took a trip from Acadia National Park in Maine to Des Moines, Iowa...via San Diego, California. (Find the locations on a U.S. map.)

These bits of census trivia give an idea of the scope of a census in one way, but the countless decisions made in the years before Census Day are still hidden as is the time needed to process the millions of questionnaires and report the summary data. A good way to understand the many aspects of planning, conducting, and reporting a census is to tackle one head on. Let's say you want to conduct a class or school census or, at least, a survey. below is a checklist of questions that you need to answer before you ever walk up to someone and say, "Hi! I have a few questions to ask you."

Defining the Task

How much time do you have for the whole project?
Is this a class project or something larger?
Will this be a census, collecting information from everyone, or a survey of a portion of the school's population?
Will you collect facts, such as in a national census, or conduct something else, like an opinion poll?
When will you collect the information?
In general, what are the major topics to be researched and why?

Collecting the Information

Who is supposed to answer the questions?
Are you going to have "enumerators", or is this a "hand-out/hand-in" project?
How will you deal with the privacy of answers?
How will you get everyone to respond?
Do you need to publicize?
What will you do if someone is away or does not answer?
How will you make sure everyone is only counted once?
How will you know you if all the forms have been returned?

Processing the Information

How will you check the returned questionnaires for completeness?
How will you process (summarize) the information?
Is the questionnaire designed to make this easy?
Are you using a computer or manually tallying?
How does the use of one or the other affect the amount of time you need or how much you can ask?
How will you check to make sure there were no errors in the processing?
If this processing is performed on a computer, how will you construct the data base?
If it is done by hand, how will you record the information - on a form, on the chalkboard, or some other way?

Reporting the Data

How will you report the information?
What tables do you want to make?
Do you want to include graphics, like bar graphs or pie charts?
Would percentages help communicate the information better?
Do you want to write a report about the findings?

Lesson 4 - Handout 4

Student Survey on Future Plans

Directions For each question, darken the circle next to one choice. Your answers will be completely confidential; only summary data will be reported. THANK YOU for taking the time to complete this survey. Getting your answers and those from others is important to produce accurate information on this important topic.

1. **How old are you?**

○ Less Than 18
○ 19 - 24
○ 25 - 29
○ 30 - 34
○ 35 - 39
○ 40 - 44
○ 45 - 49
○ 50 - 54
○ 55 - 65
○ Older Than 65

2. **What is your sex?**

○ Male
○ Female

3. **Are you married?**

○ Yes
○ No

4. **Do you have children?**

○ Yes
○ No (if so, skip to Question 6)

5. **How many children do you have?**

○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7 or more

6. **Which of the following do you plan to do?**

○ Get a GED
○ Attend a 2-year college
○ Attend a 4-year college
○ Go to a trade or vocational school
○ Join the Armed Forces
○ Get a full-time job
○ None of these

7. Of the following occupations, which one would you most like to pursue?

- ○ Doctor
- ○ Teacher
- ○ Social Worker
- ○ Lawyer
- ○ Computer Programmer
- ○ Stock Broker
- ○ Fire Fighter
- ○ Hairdresser
- ○ Mechanic
- ○ Carpenter
- ○ Truck Driver
- ○ Farmer
- ○ Forest Ranger
- ○ None of these

8. Of the following occupations, which one would you least like to pursue?

- ○ Doctor
- ○ Teacher
- ○ Social Worker
- ○ Lawyer
- ○ Computer Programmer
- ○ Stock Broker
- ○ Fire Fighter
- ○ Hairdresser
- ○ Mechanic
- ○ Carpenter
- ○ Truck Driver
- ○ Farmer
- ○ Forest Ranger
- ○ None of these

Appendix F

Census '90: Answer the Census

ESL Levels 1-2 and ABE

ESL Levels 3-4 and pre-GED

Census '90: Answer the Census!

You will get your official 1990 Census Form in the mail. It will come around March 23. Census Day is April 1, 1990. Please answer **every** question. Please answer **all** of **each** question. Did a postage-free envelope come with your form? Use it to **mail back** your completed form. Mail it around April 1. There was no envelope? Keep the completed form. A census taker will visit your home.

Our State, our city, and our schools need the census. They need a complete count of our population (people) and housing. We want to help people in our state and our city. The census count can help us. We can build highways and hospitals and many other things.

Are the questions difficult? There is a phone number on the form. Call the number for help, or your teacher can give you the number of your U.S. Census Bureau District Office.

Are you afraid to answer the questions? Relax! The census is safe. Your answers are secret. Only Census Bureau employees can look at your form. They must promise to keep your answers confidential. An employee that does not do this can be fined a lot of money and go to jail. **No one** from social services, welfare agencies, Social Security, the IRS (tax service), the INS (immigration), the courts, the police, or the military can see your answers. Nothing bad can happen to you.

Remember, you count! We all need everyone to be counted! Please fill out your form. Thank you.

Census '90: Answer the Census!

Around March 23 you should receive your official 1990 Census Form at your home. Census Day is April 1, 1990. Please answer **all** of **each** question on your form. If a postage-free envelope came with your form, use it to **mail back** your completed questionnaire around April 1. If no envelope was included, keep the completed form until a census taker visits your home.

Our State, our communities, and our schools depend on a complete count of our population and housing. The census count helps us plan for educational needs and community projects, like highways and health centers, and helps us distribute funds for many services. New jobs and economic growth can also be based upon census totals.

If you have a problem answering some of the questions, call the telephone number printed on the outside of the form, or call Directory Assistance for the number of the U.S. Census Bureau District Office nearest you. If you are uncomfortable about answering some of the questions, relax! The census is safe. The information you provide is confidential. By law, your answers can **not** be used by social services, welfare agencies, the IRS, the INS, the courts, the police, or the military. Your form can **only** be seen by Census Bureau employees who swear an oath to keep your privacy. An employee breaking this law can be fined a great deal of money or can be sent to jail.

Remember, you count! Please fill out your form. Thank you.

Appendix G

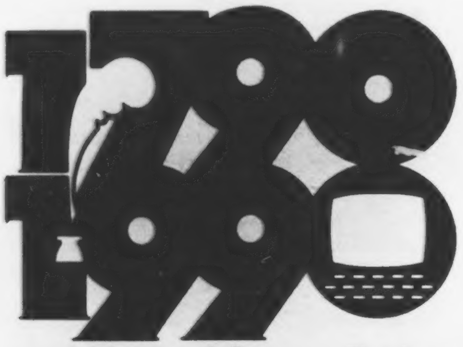
Educator's Guide to the 1990 Census

Educator's Guide to the 1990 Census*

For School/District Planning Calendars: Key 1990 Census Dates

March 1989	Census Education Project kits mailed to Nation's superintendents and principals
March-August 1989	Schools and districts incorporate project into 1989-90 curricula
October 1989-February 1990	Students and educators plan and initiate community outreach activities
March 19-30, 1990	Peak time to use teaching materials and perform outreach activities
April 1, 1990	Census Day
April 2-25, 1990	Schools and districts conduct any post-Census Day outreach activities
April-May, 1990	Evaluation of Census Education Project via sample survey

See ***Collecting 1990 Census Information*** elsewhere in this Guide, for more information on the timing of various aspects of the 1990 census. See the ***Suggested School and District Outreach Activities***, a separate leaflet elsewhere in the kit, for more information on suggested community awareness activities and timing. A brief statement about the evaluation is contained in the ***Letter from the Director***.



200 Years of Census Taking

CENSUS DAY IS APRIL 1, 1990

Census History

Census-taking is a very old practice. Throughout history, many nations have used censuses of their populations to measure occupations and potential military strength and for taxation purposes. On the North American continent, enumeration has a long heritage. For instance, the Comanches of the Great Plains and the Southwest tallied various items of information by using bundles of reeds. Each of five types of bundles represented the number of warriors, young men, women, children, and lodges.

European governments took censuses of persons inhabiting their North American colonial jurisdictions. In New Spain, enumerations of places like St. Augustine, Florida (the oldest permanently inhabited city in the United States founded by Europeans) and San Antonio, Texas and its adjacent province occurred in 1566 and 1783 respectively. The French government saw the need for a detailed census of all New France in 1666. Periodic censuses, which continued in the French colony until 1754, included French settlements along the Mississippi River such as Cahokia, Illinois (founded in 1699).

In the English colonies, about 40 censuses were undertaken. A count was made as early as 1624 in Virginia and 1698 in New York. Censuses of some segments of the population had been taken in all the English colonies before the Declaration of Independence, except Pennsylvania, the Carolinas, and Georgia.

The need for a national census of the new United States arose soon after the thirteen colonies broke their ties with Great Britain. The costs of the Revolutionary War (1775-83) had been high, and the new Nation had to find ways to pay the debt; one way was to divide it equally among the people. Another reason for a census was to establish a truly representative government to sit in the two Houses of Congress. While each state, regardless of size, would have two Senators in the Senate, the number of Members of the House of Representatives would be apportioned-divided up-among the states according to their population. The only way to find out how many people there were was to count them, so for the first time in history, a nation decided to make a census part of its constitution. As adopted in 1787, the U.S. Constitution included these words in Article I, Section 2:

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* Excerpted from "Educator's Guide to the 1990 Census," *Census Education Project; 1990*, U.S. Bureau of the Census.

> *Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers .... The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.*

Counting for taxation never did follow from the constitutional directive. On the other hand, the constitutional order to apportion (or reapportion) the number of Representatives among the states-by a count of the population at least every 10 years-has been followed (with the exception of the 1920s) since 1790 and is the origin of the decennial census in this country. (NOTE: In 1921, Congress could not decide on an apportionment plan, but later passed a bill making reapportionment automatic. This took effect in 1931.)

The first census recorded very limited information. Under the Census Act of 1790, the count was to ascertain the number of inhabitants in various geographic groupings, *"omitting [American] Indians not taxed, and distinguishing free persons (including those bound to service for a term of years) from all others; the sex and color of free persons; and the number of free males 16 years of age and over."*

From its beginning, the decennial census has been more than a simple "headcount." Gathering information on sex and age in 1790 was done *"undoubtedly, to obtain definite knowledge as to the military and industrial strength of the country."* Through the years, the Nation has changed and so has the decennial census. The size, composition, and distribution of the population; the laws; and the complexity of the country have changed-and with them, the needs for statistical information. To stay in step, the content of the census has varied over time "*in such Manner as they shall by Law direct.*" Since 1940, the decennial census has been limited to items on population and housing.

Collecting and reporting the data in the decennial census have brought about and furthered advances in science, technology, and statistics. To summarize the growing number of census returns, mechanical tallying machines were first introduced in the 1870 census. Despite their presence, publishing all the reports from the 1880 census took nearly a decade. These growing processing problems led directly to the development of the punchcard and an electric tabulating machine by Herman Hollerith, an employee of what was then called the U.S. Census Office. This revolutionary means of coding and tallying information was used to process the 1890 census.

Statistical sampling on some census questions was first introduced in 1940 and has increased with censuses thereafter. The first commercial electronic computer, UNIVAC-1, was used to compile some of the statistics from the 1950 census. To gather information more efficiently, the census-by-mail and self-enumeration (a household completing a form on its own without an enumerator's assistance) were first used in the 1960 census. Dealing with ever-increasing processing complexities, Census Bureau employees created another revolutionary machine known as FOSDIC (Film Optical Sensing Device for Input to Computers) for use in tabulating the 1960 census. After high-speed cameras microfilm census questionnaires, FOSDIC reads the "fill-in-the-dot" answers directly onto computer tape. To enhance accuracy in collecting and tabulating census information, the 1990 census will be marked by the Census Bureau's creation of a new digital mapping and geographic referencing system known as TIGER (Topologically Integrated Geographic Encoding and Referencing).

It was only in 1902 that a permanent census office was established in the Interior Department. In 1903 it was transferred to the new Department of Commerce and Labor. When that department was split in 1913, the Bureau of the Census was placed in the Department of Commerce.

Census population counts for each state must be reported to the President within 9 months after Census Day, which has been April 1 of the census year since 1930. Within 1 week of the opening of the next session of the Congress, the President must send to the Clerk of the House of Representatives the census count for each state and the number of Representatives to which each state is entitled, following the method of apportionment selected by the Congress. Within 15 calendar days, the Clerk of the House then notifies the Governor of each state how many Representatives that state will be entitled to in the next Congress. By April 1 of the year following the census, the Census Bureau supplies states with census data to use in drawing congressional and legislative district boundaries.

While the Census Bureau is best known for the national Census of Population and Housing conducted every 10 years, the agency also conducts national agriculture, economic, and governments censuses every 5 years. Besides censuses, the Census Bureau administers about 250 sample surveys each year (many for other Federal agencies) and prepares estimates and projections. These data collection efforts result in thousands of statistical reports each year. All of this has earned the Census Bureau the name ***Factfinder for the Nation.***

Collecting 1990 Census Information

The task of taking the census in 1990 will be more complex than it was in 1790 and any time since. Just under 4 million persons and little more than 1/2 million households were counted in the 1790 census. Since that time, the country has grown dramatically, but the time allowed to complete a census and report its findings is very limited.

The Census Bureau anticipates that the U.S. population will approach 250 million people by 1990. It also is expected that the number of housing units will be about 106 million. Measuring the size of the population, the number of housing units, and their associated characteristics for the Nation is a huge task.

How many people will be needed to take the census? The number of people needed to take the 1990 census is very large. The operation requires hiring approximately 400,000 people for various temporary jobs. To get this number about 1.6 million persons must be tested, interviewed, and selected. Every effort will be made to hire persons who live in the community where they will work. The jobs will be located in about 450 local district (or field) offices and seven processing offices. Jobs will include office managers, assistant managers, administrative assistants, supervisors, clerks, crew leaders and enumerators. The largest percentage of jobs will be crew leaders and enumerators.

All of the district offices will be open by mid-fall 1989 and will remain open to early fall 1990. Although April 1 is Census Day, not everything can happen on that one day. The Census Bureau needs preparatory time but, more importantly, time to follow up with households and persons who do not respond or might have been missed.

How will the 1990 census be taken? Most households in the Nation will receive a census questionnaire in the mail shortly before Census Day. Census enumerators will personally deliver the questionnaire in some rural areas and in some urban multifamily apartment complexes.

All census forms (questionnaires) are to be completed to represent each household's composition and characteristics as of Census Day. Completed forms should include everyone who usually lives in the household but exclude persons only visiting. Babies born on Census Day are included.

Nearly 95% of the Nation's households will be asked to return the completed form in the mail right away. The remainder, residing in sparsely settled rural areas and in special places and what are called group quarters (such as nursing homes, college dormitories, military barracks, and boarding houses), will have a census-taker visit to pick up the completed forms or to complete a form in an interview.

If a household was supposed to return the form by mail but did not, a census enumerator must then go to that home and obtain the information. This increases the cost of taking the census.

What happens then? Once forms are returned, processing begins. They are checked for completeness. If information is missing, illegible, or inconsistent, a census employee must contact that household (by phone or in person) to complete the items. This, too, can increase the expense and cause delays. After these checks are made, the answers to questions on an individual form are tallied along with answers to the same questions from all other census forms. This results in the creation of statistical totals for a variety of geographic areas. These numeric totals are then put to thousands of uses.

What will be asked? Nationwide, most households will receive a short census form asking only a limited number of questions about each household member (such as race, Spanish origin, age, and marital status) and characteristics about the housing unit (such as owner or renter status). On the average, this form will take about 15-20 minutes to complete.

The remaining households will receive a form that will contain more questions about the members of the household (for example, education, employment, income, occupation, and ancestry) and the housing unit (for example, age of the building, source of water, type of fuel used for heating). The average completion time for this form will be about 45 minutes. These households will be selected by a sampling pattern. Responses from these sample households will be very important, because these answers will statistically depict the total population on items like education. This sampling method will be used to minimize demands made on the public, while producing useful and reliable data.

Uses of Census Summary Data

Only questions that address important policy and program needs are included. For instance, the data from questions on plumbing facilities provide information for Federal studies on housing standards and quality. Likewise, summary statistics from the income questions are widely used by Federal, state, local, American Indian tribal, and Alaska Native village governments in the distribution of funds to communities for a variety of programs, including education. The 1990 population totals will be used to determine congressional, state, and local election district boundaries.

Something for Everyone. The above examples present mandated and legislatively specified uses of census data. But there is a myriad of other applications of census information that in one way or another affect everyone. The number of these applications and the variety of agencies and persons using the data are increasing. Given the increasing size of the Nation's population and the complexity of American society, more decision makers are finding that major plans, especially those involving monetary investments, are facilitated by using census data.

Governments draw heavily on census data in planning and implementing community projects and developments, like planning for new schools. **Business** and **Industry** make use of these statistics, especially those for small geographic areas, in deciding plant/office locations, expansions, and the like. An increasing number of **social service providers** have found that census facts give the kind of assistance they need in reaching and helping their clientele. Through the 1980 Census Neighborhood Statistics Program, census information was made available for approximately 28,000 **neighborhoods**, giving community leaders a better understanding of the areas in which they live. Finally, more **individuals** are using census summary information to guide decisions of personal importance–such as planning a small business or helping choose a new area of a community in which to live. Here are some specific examples of each.

Government

- The Hopi Tribe has a representative form of government. In the Hopi Constitution, Tribal Council representation is based on village population. The number of Council members from a village ranges from one to four based on population size. Accurate village population counts mean appropriate representation on the Tribal Council.

- During a heat wave, public health officials in St. Louis used census data to locate areas with large numbers of elderly people. City workers went door-to-door convincing many of these older persons to go to "cooling centers." Lives were saved.

- In San Francisco, transportation planners used census information to select bus routes, subway stops, and highways that needed widening.

Business and Industry

- A new company wanted sites for a chain of medical clinics in the Northwest. It used census data to narrow the selection to communities with high numbers of families with young children.

- In a southwestern city, an entrepreneur wanting to open a roller skating rink studied small-area age statistics to pinpoint possible sites.

Social Service Providers

- Officials of a child services program in Jackson, Mississippi found census information valuable in program planning by using it to identify numbers of preschool children.

- In Newport News, Virginia, a church official employed age data for the community to help plan a new church. Finding a high proportion of elderly meant building a structure of one story, not two.

Neighborhoods

- The large number of working mothers with small children in a low-income neighborhood prompted community officials in a midwestern city to seek and win approval for a day care center.
- Leaders of an Oklahoma City neighborhood examined sewage disposal information from the census to develop a case for improved sewer services in their area.

Individuals

- A Chicago college student investigated socio-economic census information in making a decision to begin a teaching career.
- Planning a move to Alexandria, Virginia, a couple studied data for census tracts (small areas) in that city to better understand the community and as an aid in their housing search.

Everyone Loses When Everyone Is Not Counted

After the 1980 census, the Census Bureau estimated that a small percent of the population was not counted. The undercount was higher among minority populations. Some people were missed because they left themselves out of the census. Some were afraid, some did not care, and some did not recognize they were required to respond.

An undercount of segments of the population can have an adverse effect on decisions. Inaccuracies in the data can alter or halt projects and cause misallocations in the distribution of local funds and services. Some of these are designed for the very people who fail to be counted.

Being missed in the census has an effect on the people missed as well as their neighbors. This is why it is important that people be made aware of the census and complete the census form. Everyone loses if everyone is not counted in the 1990 census.

Answering the Census: Civic Duty, Confidentiality, and the Law

The purpose of the census is to obtain counts-statistical totals. Questions are asked of individuals and households to compile these totals.

Answering census questions is a civic responsibility. It also is the law (as mandated in Title 13 of the U.S. Code since 1954). Failure to comply can result in penalties, including fines of up to $500.

This same law keeps answers given in the census away from welfare agencies, the Immigration and Naturalization Service, the Internal Revenue Service, courts, police, the military ... everyone. The 1990 census records will be held confidential for 72 years-until the year 2062. Only records from 1790 to 1910 now are open to the public.

No one-neither a census taker nor any other employee of the Census Bureau-can reveal information about any individual or family to anyone outside the Census Bureau. Census workers swear an oath to uphold this confidence. Census employees violating this oath are subject to severe penalties of up to 5 years in prison or $5,000 in fines.

The integrity of census confidentiality also has been upheld in court. Legal challenges from outside the Census Bureau for access to actual census forms and other protected material (such as address lists) have all been denied. This tough stand on confidentiality is a hallmark of census-taking in the United States.

Census Bureau Mission

In its best interests, a civilized nation counts and profiles its people and institutions. Doing so ably and objectively is the abiding mission of the United States Census Bureau. We honor privacy, shun partisanship, invite scrutiny, and share our expertise globally. Striving to excel, we chronicle the Nation's past, describe its present, and illuminate its future.

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ALBANY, NEW YORK 12234

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200 Years of Census Taking

CENSUS DAY IS APRIL 1, 1990